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ABSTRACT

To determine the dimensions of an effective program for disadvantaged students in a post-secondary metals-related program, students, graduates, and recent dropouts of the metal programs in four selected vocational-technical schools were surveyed along with school directors, trade and industrial coordinators, metals teachers, and guidance personnel. Analysis of data from the interview questionnaires resulted in these conclusions: (1) The characteristics of a good program identified through this study can be useful to educators who are working with the disadvantaged, (2) Vocational-technical schools that work with disadvantaged students must be careful that their programs do not become too academic, and (3) The value of vocational training, judged by the disadvantaged students and dropouts, is generally found to be quite high. The major development resulting from the study is a guide for reviewing post-secondary vocational programs that serve disadvantaged students. The guide, which is appended, contains sections dealing with such aspects as recruiting students, counseling, program orientation, instruction, student activities, and placement. (SB)

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FINAL REPORT

Project No. 19.015.221

METHODS AND TECHNIQUES OF CURRICULA AND INSTRUCTION WHICH ARE MOST EFFECTIVE IN TRAINING AND PLACEMENT OF PERSONS WITH SPECIAL NEEDS

April, 1972

WISCONSIN BOARD OF VOCATIONAL,
TECHNICAL AND ADULT EDUCATION

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University of Wisconsin-Stout

Menomonie, Wisconsin

April, 1972

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CHAPTER I

RATIONALE AND PROBLEM

Summary

This study was developed on the basis of a need identified by the staff of the Wisconsin Board of Vocational, Technical and Adult Education, and a personal interest in this area. Initially, the researcher studied what had been done in the area of education for the disadvantaged in the vocational districts in the state. Upon identification of the criteria for identifying disadvantaged people and a logical rationale for completing the study, specific objectives were developed for the remaining work. These objectives were rather detailed and outlined the optimum accomplishments that might come out of such a study. As the researcher went along, changes were made and sufficient information was not available to completely attain some objectives. In addition to objectives, specific hypothesis were developed that went beyond the objectives and predicted what outcomes would be seen if the objectives could be carried out. In other words, if the information could be gathered on the objectives that had been stated, it was predicted that certain outcomes would follow. The population to be worked with was then determined, based on and including, typical vocational school students, disadvantaged vocational school students, disadvantaged vocational school dropouts, and staff members from the metals, general education, administration, and student services areas.

After relevant studies that had been done and projects that were going on in various parts of the country had been reviewed, the researcher developed material that could be used by educators who were in need of suggestions for improved programs for disadvantaged students. Several committees, including an Education Specialist committee, and a jury of experts in the field of education and agency work with disadvantaged people were called upon to review materials from time to time. Schools were selected and an overall outline was developed. A chart assisted the researcher in determining when various phases of the study would have to be completed in order to have things come together in a coordinated manner.

These program characteristics were evaluated through interviews with disadvantaged dropouts, disadvantaged students, and vocational-technical school staff members. Analysis of the responses revealed general agreement with these characteristics and no major changes were needed. The interviews also provided data for developing the parameter for each of the characteristics. These parameters are discussed in detail in Chapter III. To briefly summarize, it was found that a genuine concern for students, a feeling of belonging, and relevant course content were important factors for the disadvantaged. Also, finances were a problem. Several disadvantaged students noted that they could receive financial aid for going to college, but not to enter most vocational and technical programs. Several teachers pointed out that new and unique learning activities were needed for the disadvantaged; however, they were not able to conceptualize the nature of these activities for the researcher.

The program characteristics defined in the initial phase of the study and the data gathered through the interviews were used to develop a guide for reviewing programs for the disadvantaged. The "Guide For Reviewing Post-High School Vocational Programs As They Apply To Disadvantaged Students" was developed in two parts; the first part being a checklist for the educator to compare what he is doing to several concepts that were developed and considered parameters for the study. The second part is used to disseminate data and other information that was found when interviewing several people, i.e., especially disadvantaged students and dropouts. Three groups of vocational educators were asked to review the Guide. Most reviews thought that the Guide would be of use to vocational educators. A few negative reactions were made and a majority of these were concerned with the length and the format of the Guide.

Introduction

The major concern of this study was to gain information related to the question: how effective are selected programs offered in four vocational-technical schools in Wisconsin in preparing disadvantaged students for employment? The 1968 Amendments to the Vocational Education Act contain statements which suggest need for more emphasis on effective job training for these people. What was actually happening in vocational programs? Little information was available.

In order to go any further it was necessary to define "disadvantaged persons." It appeared that many educators were turned off when they saw this term or the "special needs" idea. They didn't want to categorize when there was a negative connotation. Yet educators feel they must be made aware of who disadvantaged students were that they had in school. Many also felt that they needed to know specific disadvantagement in order to work toward best interests of students.

Throughout the report reference will be made to the "disadvantaged" and "special needs." Realizing that everyone has some disadvantagements and that the range of these is vast, the following definition was used for the study.

> Persons who have academic, socio-economic, cultural or handicaps that prevent them from succeeding in regular vocational education programs designed for persons without handicaps, and who for that reason require specially designed educational programs or related services or both in order for them to benefit from a vocational education . . . Poverty, neglect, delinquency, or cultural or linquistic isolation from the community at large may be causes for the needs of these people.[1]

The criteria for identifying disadvantaged persons for the study has also been taken from the State program.

1. Persons who are members of families who have incomes below the poverty level as defined by generally accepted criteria.

2. Persons whose families are receiving welfare or Aid to Financially Dependent Children aids.

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[1] State Plan for Vocational, Technical and Adult Education. Wisconsin Board of Vocational, Technical and Adult Education. Madison, Wisconsin.

3. Persons who are identified as potential dropouts.

4. Persons who have dropped out of school.

5. Persons who are members of racial minority groups.

6. Persons who are under-achievers whose achievement level is more than one grade below their normal class placement, whose grades are D or lower, who are two years or more behind normal grade placement based on chronological age.

7. Persons who are alienated or have personal relationship problems.

8. Persons with impairment in adaptive behavior associated with sub-average general intellectual functioning.

9. Persons who have adverse records with police, detention personnel, etc.

10. Persons who are members of migrant worker families.

11. Persons who are linguistically isolated from the population at large.

12. Persons who are residentially or geographically isolated.

13. Persons who have other identified disadvantages, such as ill health, poor nutrition, broken homes, out-of-wedlock pregnancies, unemployment, etc.

Vocational programs have been established and maintained to provide people with occupational training. It was important that the human and physical resources of these vocational systems be put to maximum use in educating the disadvantaged. By looking at ongoing metals programs and evaluating them in terms of appropriateness to disadvantaged, it was thought that it might be easier to solve one of the basic problems of our time, that of meeting the needs of this group.

All programs were not to be analyzed in the study. Metals programs were singled out because of the background of the researcher. It was felt that the content of this area was understood and thus provided for insight into some of the problems being faced by metals teachers. It would bring the researcher into contact with a number of other personnel.

Because of numerous problems that were encountered, any disadvantaged made "available" to the researcher were interviewed, regardless of program. Likewise, teachers and coordinators, other than metals, trade and industrial, who offered their time and comment were invited to participate.

Statement of Problem

The central problem of this study is to determine the actual dimensions of an effective program for the disadvantaged students of a post high school metals related program; and to report these dimensions in a meaningful way to educators who have an interest in providing more suitable training and related services.

Rationale

Studies have been done to provide direction for evaluation and modification of ongoing vocational education programs. This study dealt with such ongoing programs in an effort to set up for and carry out such a procedure. Consideration was given to many studies which have set up some relevant dimensions and criteria for determining the effectiveness of programs.

The disadvantaged student who entered a vocational program was looking for training that could lead directly to employment. He may have encountered a number of obstacles during his past schooling, thus he probably had unique attitudes toward school. Because vocational education has as one of its primary objectives development of a saleable skill, it seems necessary that existing programs adjust to the specific needs of the disadvantaged and provide them with this opportunity.

It was cited in many research studies that new ways should be determined to enroll a larger number of disadvantaged people in vocational-technical post high school programs. In concert with this effort must come a thrust to provide successful learning experience for these people. Quite a number of studies offered what appeared to be workable guidelines for the occupational training of the disadvantaged. A study done by the Connecticut State Board of Education (December, 1969) suggested that most vocational schools were too academic, not warm, and lacked individualized attention for the learner. It recommended that learning packages and three hours on the job each day be incorporated into existing programs.

In many instances, students needed remedial help. Flexibility was also important in allowing students to move through programs. If certain aspects of the program were too elementary, allowances for acceleration must be provided, too. Vocational education must not pay lip service to the importance of providing an educational response for the wide range of student abilities and interviews, but largely limit that response to general academic studies.

In another study done at State University of New York, Oswego (1968), the team approach in dealing with disadvantaged was used, with strong emphasis on personal relationships. It pointed out the interrelationships between the role of instruction, counseling, and auxiliary services. In addition, the need for staff communication and assessment for improved effectiveness was identified. A trainee's progress was compared to the typical medical profession procedure. A personal and empirical diagnosis is made, followed closely with a prognosis, treatments, and evaluation in relation to the student's employability. Once the methods or techniques of curricula and instruction were determined, they were brought together in a workable unit which could be easily implemented and evaluated. The Oswego study recommended that a very positive approach be used in dealing with students and other members within the education team.

As Gordon F. Law (1968) commented in a study he edited, vocational education does not end with completion of a vocational-technical program. Even though the economic condition of our country today is such that many people normally employed are out of work, consideration must be made to help graduates and dropouts of vocational programs who have essential skills and knowledges to find jobs. A program has not necessarily failed when students drop out. If they have acquired some saleable skills and are employable, the goals of vocational education have been accomplished.

Sidney A. Fine (1969) warned that counseling can be overused, and that counselees may grow tired of playing that role. An AVA sponsored study (1968) concurred with this statement through its inclusion of effective counseling and placement along with quality technical instruction in its definition of an effective program.

In summary, most of the studies have pointed out the need for establishing warm relationships with disadvantaged students in a comfortable school climate. Many studies suggest the need for remedial work as well as direct reinforcement or relevancy to future job possibilities for the student. Several research studies have provided clues to the dimensions of effective programs for the disadvantaged. What was needed was to pull these ideas together through meaningful study of selected metals programs, based on clearly defined objectives.

Objectives

The following objectives were structure for this study:

1. To define, on the basis of a review of literature, the characteristics of a good metals program for the disadvantaged post secondary vocational-technical student.
2. To determine the number of disadvantaged in present programs.
3. To determine the number of disadvantaged who graduate.
4. To determine the number of disadvantaged who dropped out.
5. To determine the value of the vocational school training as judged by the disadvantaged.
    - A. Graduates
    - B. Dropouts
6. To determine what the disadvantaged are doing on the jobs.
    - A. Graduates
    - B. Dropouts
7. Contrast the information obtained in 5 and 6 with statistics for the non-disadvantaged.
8. To revise the original set of characteristics of a good program on the basis of input received from vocational-technical staff members and disadvantaged students and further readings and consulting at the state and university levels.
9. To develop a workable modification procedure for metals programs with disadvantaged students enrolled.
    - A. To develop an instrument that can be used by appropriate vocational-technical personnel to determine the effectiveness of their metals programs.
    - B. To develop self-instructional materials keyed to the instrument developed in step A.
10. To orient appropriate vocational-technical personnel to the procedure.

11. To provide for follow-up studies after one, two, and three years to determine whether the instrument and changes had an effect on the success of disadvantaged students in the four metals programs.

Hypothesis

1. A greater percentage of disadvantaged students will stay in vocational-technical school programs if instruction is closely associated with job placement.
2. A greater percentage of disadvantaged students will stay in vocational-technical school programs if job placement is emphasized at the outset of the program, during the program, and at the time the student terminates.
3. Provisions for remedial instruction will cause more disadvantaged students to stay in the program and acquire more skills.
4. Provisions for warm human relationship will cause more disadvantaged students to stay in the program and acquire more skills.

Population

The population studies as part of this research project included students, graduates, and recent dropouts of the metals program and various other programs also in the four selected vocational-technical schools. Those staff members who might affect the quality of programs were involved. The following were included: school directors, trade and industrial coordinators, metals teachers, and guidance personnel as well as coordinators and teachers in other fields. The four schools were: (1) Ad Vo Tech, District 18; (2) Southwest Wisconsin Vocational-Technical School, District 3; (3) Madison Area Technical College, District 4; and (4) Rice Lake Campus, District 17.

CHAPTER 2

METHODOLOGY

Introduction

The methodology section of this report can be subdivided into three parts. After a considerable review of literature was made in order to have enough background to write a proposal, additional effort was made to review literature in greater detail as well as draw from other sources. Appropriate survey materials were then written. Secondly, numerous people were enlisted to assist in setting up the methodology and to provide for assessment of materials that were to be developed at various phases in the study. The last major part of the study involved people in the field: students, dropouts, and vocational school personnel. These people provided opinions and facts that brought together the ideas of various others who have done work in this area. They did this by providing this researcher honest views of what had been done in helping the disadvantaged in their schools. They also gave sincere suggestions as to what could be tried in order to provide disadvantaged as well as the typical students with more successful learning experience.

The following pages will summarize the methodology followed as described above. It must also be noted that a PERT chart was drawn up and posted in the space provided for the researcher while he was on Stout's campus. (Note a copy of this in Appendix A) This was an invaluable tool. Actually it was more valuable in its developmental stage because thought was demanded to bring the several stages of the study together within a limited time schedule.

Another very necessary part of the methodology was drawing up the materials necessary to make appropriate contacts and test concepts that came out of the review of literature. This proved to be a major part of this study. The Personnel Directory 1970 for the State Board of Vocational, Technical and Adult Education proved to be a useful tool in identifying VTAE staff members to contact. Concepts found by the researcher which were considered to have merit, but had not been validated, were checked by people that were selected from this directory or were found by referral after the initial contacts had been made through the use of the directory.

Background For The Study

A review of literature began immediately upon hearing that a study in the area of vocational education for the disadvantaged was needed. Materials reviewed included studies done throughout the country with disadvantaged people in and out of school. Current periodicals, books on teacher training, and task analysis were studied because it was felt that each could provide background necessary to consider details of specific programs for the disadvantaged.

The Wisconsin State Plan for Vocational Education was reviewed in order that the researcher might stay within concepts that had already been considered. From this plan a definition of disadvantaged was taken for the study. Criteria for determining who might be considered disadvantaged were also taken from the state plan (see Chapter 1). Certain monetary criteria were obtained from charts provided by the Manpower Agency in cases where economic disadvantagements might be considered in this work.

Once the proposal had been submiteed, additional work of seeking every possible source of information was done. Much of the reading that had been done somewhat hurriedly had to be more thoroughly studied. An Education Specialist Committee meeting was called so that the staff members on this committee could make suggestions in order for the researcher to move ahead with somewhat less groping. Mr. Harold Halfin, Dr. Orville Nelson, and Mr. Richard Gebhart were responsible for such input at this point.

Proposal Accepted

At this time contacts were made with Dr. Somers at the University of Wisconsin Vocational Research Center in Madison and Dr. Brandon Smith at the Research Coordinating Unit at the University of Minnesota. Information was directed to the researcher from these sources.

In addition to these contacts, Mr. Stanley Spanbauer of FVTI was contacted by phone and was also sent a copy of the proposal that had been submitted to the State Board of Vocational, Technical and Adult Education. He very objectively reviewed the proposal in quite practical terms, thinking in terms of his school's becoming involved. He raised numerous questions that needed answering. This contact gave additional direction to the review of literature and development of materials.

Mr. Krogstad and Mr. Sahakian were asked for information as to what specifically had been done in Wisconsin prior to that date. Mr. Sahakian spelled out in phone conversations what areas seemed to need much work in regards to the disadvantaged in Wisconsin. Mr. Krogstad, on the other hand, mentioned studies that had been done, and sent these to the researcher.

Finally, interviews were conducted with two individuals involved in the WESTCAP program in the northwestern part of the state. Mrs. Curtis, an Outreach worker, gave the researcher invaluable insight into dealing with disadvantaged people. She did not provide data as such for reporting in the findings of the study, but identified her personal considerations for working with disadvantaged people. Mr. Charles Rehberg, a Neighborhood Youth Corps worker, also provided a new approach to the researcher's view of disadvantaged people. In addition to finding out what was really being done outside the formal education field for disadvantaged people, at least in two programs, a positive attitude toward helping all people was communicated. (A listing of all resources can be found in the bibliography.)

Additional information about other programs run by the Community Action Program in that area of the state was obtained at that time. This was necessary for the researcher to gain an awareness of what had already been tried so that new approaches could be considered. The ERIC files provided a tremendous amount of current materials on research that had been conducted throughout the country.

Upon completion of the review of materials and after conducting pertinent interviews, development of what was called a "Concept of Program for this Study" was initiated and completed (see Appendix B). This was based on the definition of disadvantaged taken from the State Five Year Plan and generally stated what was being considered in this study when referring to a program for the disadvantaged. In breaking ideas down, even more specific "Parameters and Dimensions of an Effective Metals Program for the Disadvantaged Students" were drawn up (see Appendix C).

The concept and parameters materials were deemed necessary to give concreteness, or as much concreteness as could be provided. These were concise resources that provided explanations to various staff being interviewed later. They also provided necessary information needed when drawing up instruments.

The interview instruments were then begun, based on the definition of disadvantaged, the concept, and the parameters and dimensions. Separate instruments were developed for students that might be disadvantaged or "typical," for disadvantaged dropouts from a vocational program, and for vocational school personnel. Specific items on each interview form were designed for the person to be interviewed, but followed very closely to the parameters and dimensions of an effective metals program for the disadvantaged. Note that although instructions were developed for the metals field, they were later used in a more general way. Thus each form would collect approximately the same kind of information from the different viewpoints of the people involved (see Appendix C).

The Education Specialist Committee

This committee was selected by the graduate student according to the procedure for this degree at Stout State University. Actually, the committee of Harold Halfin, Orville Nelson, and Richard Gebhart was chosen prior to knowledge that this researcher would be working in the area being discussed in this report. Each has capabilities that were felt could add to the meaningful experience of completing a degree. Mr. Halfin, as an outstanding educator in the field of vocational education, Dr. Nelson, for his knowledge of the research field, and Richard Gebhart, for his strong and varied background in industry. This group allowed for specific individual needs of this researcher. Dr. Nelson was the leader in the development and assistance of the project.

Materials Development

In order that the materials being developed might be most significant to the work being done in the field of vocational education and disadvantaged people, three additional people were asked to review various ideas and developments. Mrs. Curtis, as an Education Coordinator for CAP, critiqued preliminary definitions, concepts, parameters and dimensions, along with the interview instruments. Dr. Calvin Stoudt, of Education and Psychology, and Dr. Neal Prichard, of Industrial Teacher Education, also added comments at this point. All viewed the material somewhat differently as did the members of the Specialist Committee, many times making it necessary to make judgment decisions with regard to revision of specific details of materials.

These six people evaluated the materials very carefully. They were the means of eliminating many unclear phrases as well as unnecessary material. It was then necessary to simplify the input from the jury and the committee, and to modify the instruments accordingly. At times modifications were not made based on the critiques, but rather on the researcher's judgment. The critical comments did, however, provide a means of reasoning out in deciding on wording and concepts to include in the various instruments.

After the major changes in the interview instruments were made, the Specialist Committee was again called on to review the instruments. At this point very few changes were necessary.

After a very close final check by all the committee members and the researcher, the instruments were typed and duplicated in order that interviewing might begin. At that point it was necessary to go back and follow up on the work that had to be done in order to schedule the interviews.

After writing the final proposal and at about the same time that various contacts were being made for information related to the study, the State Vocational Directory was used to determine which personnel would be most appropriate to contact. At that point, the researcher asked all eighteen vocational districts in the state of Wisconsin to participate in this study. After the list of contact personnel was selected from the directory, a cover letter for vocational District Directors, as well as a letter directed to the contact personnel, usually Instructional Services Administrators, were drawn up.

At that time, one member of the committee was asked to review all materials, including these letters, so that they might be most easily understood, realizing that any errors would only prolong the interviews for the study. The letters were then sent, one copy to the District Director of each district as well as one copy to the contact personnel determined earlier. (See Appendix E for copies of contact materials.)

As responses to the letters were sent back, comments and responses were analyzed so that eventually the most logical five schools would be chosen. Then the researcher was very interested in finding a pilot school to try the instruments that had been developed. A careful watch was made for particularly optimistic comments in addition to those responses that were commonly made.

Keeping in mind that many of the people contacted were very busy and a few might forget to respond to the initial letters, a follow-up letter was sent out to those who had not responded in the first ten days after the initial letter had been sent. When the follow-up letters had been out for about three weeks, four schools instead of the initially proposed five were selected to participate in the study. This decision was made based on some of the responses, and also the timing factor, which was quite critical at that point. Funds were released for this project on March 30, 1971, and field work for the project was to be completed on August 13. It was generally thought between the committee members and the researcher that little would be lost if only four schools were used instead of the five originally specified. The schools selected were: (1) Ad Vo Tech, District 18; (2) Southwest Wisconsin Vocational-Technical School, District 3; (3) Madison Area Technical College, District 4; and (4) Rice Lake Campus, District 17.

These four schools were considered in this way. District 3 and District 18 were selected because of their positive response and the fact that they have several rural populations. Madison Area Technical College was chosen because of its positive response and its urban setting. Finally, a fourth school, Rice Lake, was chosen because of its Indian population, satellite administrative structure, and positive response.

It was felt that these four schools would contribute different things to the study. It is realized that this is not a true cross section of the population of Wisconsin in a correct proportion; however, much diversity was found in these different types of schools in different locations.

Next, arrangements had to be made for the first visit to each school. In other reviews of the state and district directories, names of personnel to contact for interviews were revealed. It did take a visit to the campus of each school, however, to get to know the Instructional Services person and to talk to him about the most appropriate people with whom the researcher might visit. In two of the schools, District 18 and District 4, interviews were held on the first visit, but in the other schools the first visit was necessary in order to set up interviews.

Prior to visiting each school, arrangements were made by telephone. In most instances, the Instructional Services man was contacted and informed in somewhat more detail than the letters prior to this of the specific needs of interviewees. This phone conversation diminished the need for a complete review of each school's directory to determine the staff to be interviewed.

At this stage, the original PERT chart set up for the study specified review of the school's student records. The objective of this data gathering was to determine disadvantaged students. It was quickly found that such information would not be readily available, and thus student interviews were set up after discussing the study with the Instructional Services person as well as the teaching staff. These people were able to give the researcher names of students who were on MDTA or students who were of very low economic status. Thus, at this point, the staff, including teachers, administration, and counselors, had been determined. Also the students, for the most part, within the school, both typical students and disadvantaged students, had been selected for the interviews.

The disadvantaged dropouts, the people who had dropped out of vocational programs, were also determined after visiting with instructors, administrators, and counselors. Thus the original plan of looking through student records to determine disadvantaged dropouts for this activity was set aside.

Also at this point in the study, it was proposed that certain graduates be interviewed from each school. This step was eliminated due to a time factor; very simply there was not time to find three, four, or five graduates in the metals related areas. It was concluded that eliminating this segment of people would not be detrimental to the study since the regular follow-up procedures employed by the schools included these students. Staff, typical students, disadvantaged students, and disadvantaged dropouts were interviewed as proposed.

Further arrangements had to be made in order to interview staff: (1) they were contacted either at this first visit to the school, (2) were contacted by the Instructional Services Administrator, or (3) interviews were set up by phone by the researcher. One of the administrators in each of the schools arranged for interviews with students. It was a very simple process because the researcher many times went into the shop area to do the interviewing. Interviewing the staff was somewhat more time consuming since it was difficult to schedule instructors during their free periods. Disruption of classes was kept to a minimum.

Finally, arrangements for interviews were made after the researcher had been given names of various disadvantaged dropouts. This involved many miles of travel in three of the four districts. Often times interviews were set up and interviewees did not show up for the interview. Thus the number of interviewees was held down considerably below what might have been advantageous for the study. However, it was felt that the interviewees that were found responded openly and quite constructively in their criticisms of the school programs in which they had been enrolled. Most interviews took about thirty minutes, but the range was from fifteen minutes to one and one-half hours.

Bringing together the two segments of the study that have been explained about methodology up to this point will give an overview of these activities. The research involved in gathering the information and developing instruments was completed by developing a definition of disadvantaged, the parameters and dimensions of an effective program for the disadvantaged in the metals field, and a concept of program for this study were developed.

Then the interview instruments for staff, students, and dropouts were developed. All of these materials were reviewed by a jury and the Education Specialist Committee. Upon revision of the interview instruments and the various materials developed, the instruments were finally typed and duplicated. Next it was necessary to determine who would be contacted prior to interviewing students, staff, and dropouts. Once this was determined and arrangements were made, various phone calls and two to five trips to each school were necessary in order to complete the next phase, that of interviewing all the people necessary to gather information for the Guide for Reviewing Post High School Programs as They Apply to Disadvantaged Students.

Most interviews with the staff members lasted about thirty minutes. Interviews with students lasted anywhere from ten to forty-five minutes. And note once again, the instrument forms were different for each of the groups being interviewed, one form for the staff, another for the students, both typical and disadvantaged, and one form for disadvantaged dropouts.

Following the interviews, which were done in a period of time of approximately six weeks, the responses to the various items were transferred to optical score sheets and run through data processing. This proved to be invaluable to the researcher, as he was able to very quickly see the percentage of responses to the various items. It was also invaluable for comparing the staff with the students, both typical and disadvantaged, as well as the disadvantaged dropout. The critical dimensions of the study, items that disadvantaged dropouts considered important, were singled out as being the key information for the guide which was developed following very close analysis of the interview responses.

The Development of the Guide for Reviewing Post High School Vocational Programs as They Applied to Disadvantaged Students

The guide was designed in two parts. The first part, in checklist form, dealt with the various critical dimensions that had been singled out in the study. It was felt that such a checklist would allow an instructor, a counselor, or an administrator to review and rate various ongoing programs within his school or under his supervision. Thus, items were listed in nine different categories and a place for marking a response was available.

Consequently, extensive materials were developed to go along with each item in the checklist. A response and discussion based upon the data collected in this study were developed for each item in the checklist. This way an interested reader might consider just the areas most closely related to his work. On the other hand, a concerned educator might review the entire packet and determine how his school compared with those cited. A response was listed. Most often this response was that of the disadvantaged dropouts; however, it was necessary on certain items to list more than one response and then explain why this had been done (see checklist in Appendix I).

After both the checklist and the materials (together called the guide) had been developed in draft form, they were reviewed by the researcher's Education Specialist Committee. They closely scrutinized each item in the checklist as well as questioning what was included in the material section. It must be noted that all materials were not included in the material section that were drawn from the study. Only the most significant data were included. The objective of the checklist as designed was to present material to interested educators without overwhelming them with quantity. It was realized that any busy teacher or administrator would find it difficult to read through all of the material available. If all data had been included, the guide might have become far too cumbersome for the majority to even consider reading.

Please note that the guide may be used in several ways. If the checklist is used first, completed in total with the person marking responses, he may then look to the materials section to compare his responses to the information that was found in the study. Many have explained that they prefer to just read through the materials section without using the checklist at all. Still others are using the checklist and the material section at approximately the same time, reading through the instrument items and as a point of interest comes along turning to the material section for the results of the study. Naturally, this researcher cannot control the use of these materials and is only interested that they be used.

Piloting of the Guide

The original plan was to pilot this guide in one of the five schools selected. Because only four schools were selected, and the researcher had a short period of time to complete data collection, the Education Specialist Committee suggested that he look to groups of graduate students on campus during the summer session for help in piloting of the guide. This was done through one class conducted by Dr. Mike Ritland. The primary concern of asking this class to review the guide was that the course was being taught from a guidance standpoint and would provide a review of the guide from that perspective. Another group was chosen in the trade and industrial area from a class taught by Mr. Harold Halfin, to bring a different perspective to the review of the materials that had been developed.

Following the piloting with the two groups, each person was asked to rate the instrument as he saw it from his position. Students in these classes held positions in vocational schools, high schools, and at the state level. The range seemed to provide criticism of the instrument from several points of view.

Piloting proved valuable, bringing forth some errors within the instrument and also pointing out a few mechanical problems that people might encounter as they used the instrument. These comments were synthesized and corrections were made. For the most part, the comments of the participants in the pilot groups were favorable. In cases where it was difficult to make corrections, explanations were drawn up that would go out with the guide as it was being sent back to the staff people of the four vocational schools who had been interviewed. The aim here being that these people might more clearly understand the design of the guide.

The guide was then sent to participating staff people of the four districts along with a rating sheet for the guide as suggested by members of the groups that were used for piloting. People were asked to at least return the rating sheet attached to the cover letter. They were encouraged to keep the guide, including both the checklist and materials if they so desired. If, however, they had suggestions to make for improving this guide, they were asked to return the guide, and a new revised edition would be sent to them at a later date. If they chose to keep the guide, but also wanted to see the final version, they were asked to make comment of this nature on the rating sheet.

Summary

The methodology that was used in completing this study at times was very difficult to follow. On the one hand, the value of each concept that was being studied had to be determined. On the other hand, a means of implementing the concept of an interview situation had to be devised. In addition to this, much difficulty was had in contacting various people and then following up with an interview that was effective for input into the study.

The number of concepts that were included from the numerous sources of information from various parts of the country added to the difficulty of zeroing in on collecting specific data. It was cumbersome to develop the study and to follow through on it, and yet as the study was conducted, very specific concepts were pointed to as being necessary for improvement of vocational education for the disadvantaged. This became obvious as the researcher read through various articles, dissertations, and books. Again the concepts were verified when the disadvantaged students and disadvantaged vocational school dropouts responded on the interview that was conducted. The Education Specialist Committee provided much input in terms of sources for valuable information and in critiquing the interview instruments. The jury critiqued all materials that were developed prior to the development of the interview instruments, as well as the interview instruments, for what they felt to be relevant to the educational field and to disadvantaged people.

The last step of the methodology was concerned with the development of the guide for reviewing post high school vocational programs as they apply to disadvantaged students. This was the most time consuming part of the study in that the checklist was developed based on the concepts that were found in the review of literature and the interview input. The checklist was then developed for use by vocational educators in all areas of the vocational school program so that they might compare notes of what they are offering in their school, what services are available, and the quality of these services in relation to those offered in other districts, and what was considered to be important by disadvantaged people. The material section, or as it was referred to in the study - the blue section of the guide, was developed so that an educator interested in acquiring more information could refer to it. This section was used rather than specific writings on each item of the interview so that the reader would have a less cumbersome amount of material to review to get an overview of what was accomplished in the study.

Even so, many educators, it was felt, would see the guide as being too bulky for quick reference or use. The material was piloted and reviewed by the educators that participated in the study. One additional group of people was asked to review the instrument and comment on it as they felt appropriate.

CHAPTER 3

FINDINGS AND ANALYSIS

Introduction

The major development that resulted from this study is called "The Guide for Reviewing Post High School Vocational Programs as They Apply to Disadvantaged Students." This guide was developed in two parts. The first part of the guide is a checklist that was constructed following considerable study and determination of concepts, parameters and dimensions that would be considered in working with disadvantaged students in vocational programs. It was designed for use by vocational personnel, including administrators, teachers, and counselors. It might be used in an in-service situation or by individuals interested in improving or finding out about the techniques and programs that have been tried in working with disadvantaged people.

This instrument is divided into nine sections based on considerable analysis of duties of many staff involved with disadvantaged students. The guide also has a "related materials" section, which follows the checklist. The materials section provided a summary of the information collected by the researcher in this study. In this way an educator could quickly look through the checklist, react to the various statements that were made, and then, if interested, could refer to the materials section. The two parts of the guide, the checklist and the materials, can be seen in Appendix F. Following is a brief description of each section in the guide followed by the highlight findings of the study.

Section 1: Informing People and Recruiting Students

This area was considered for the study because of the importance that high school relations and public relations in the form of individual contacts can make, especially with disadvantaged people. There was little data available on the importance of a person's concepts of school; but it was assumed that many do not attend school because of their negative concept of what goes on inside the walls of the school.

Recruiting and informing were a big part of all the vocational programs in the four districts contacted. In places where other government agencies were active in finding people who need training, vocational people must still recruit disadvantaged students. Personal contacts find more people who can use training. In places where cooperation with agencies was not possible or optimum, vocational personnel, not just counselors, must make efforts to contact high schools, agencies, and personal acquaintances to find people who can use training.

It seems important for one to realize that many agencies are involved in recruiting disadvantaged people for vocational training programs. Many times people in education do not attempt to find out about the work of these agencies. It does seem apparent, however, that many of the agencies were developed due to lack of apparent concern and/or initiative on the part of the school system. Whether or not this is true, the agencies exist, and it seems necessary for vocational schools who are interested in improving their services for disadvantaged people to find out about the work of agencies and how they can more closely cooperate with these agencies in helping people. Competition and dissent are not the answer to optimum help for disadvantaged people.

Educators who are not familiar with these agencies and their activities are probably in the majority. Many vocational staff people interviewed by the researcher did not know of the activities these agencies undertake for the disadvantaged people. Certainly, they are generally familiar with the agency names, but specific functions, concerns, and help that is available for various people in need of social help should be clarified.

Educational administration and staff might initiate programs to inform their colleagues of agency opportunities so that everyone is at least cognizant of a student's general situation. Many vocational staff members said that they did not know who the slotted disadvantaged students were in their classes, and they did not need to know. It is difficult to understand how proper help can be given to anyone, disadvantaged or not, without knowledge of his background. Student Services Offices must cooperate with agencies and instructors in accomplishing this task.

In areas where Manpower counselors work closely with the vocational schools, greater understanding and services need to be given. Manpower people counsel and test many people, but only a few are funded. Their files would appear to be valuable resources for vocational counselors and teachers to help disadvantaged that may not have received MDTA (Manpower Development and Training Act) monies. Where rapport and cooperation are less than optimum between agencies and vocational districts, vocational staff should take the lead in finding, informing and recruiting disadvantaged students. Much more competition and ill feelings exist between agencies and vocational districts in a political atmosphere than seems beneficial for disadvantaged students. Since the training is done by vocational teachers and within the district, most staff should take this opportunity to help disadvantaged people.

Competition between agencies and between the vocational districts is apparent in at least one of the four districts visited. Students undoubtedly suffer in such a situation. Case load numbers and enrolled numbers can be deceiving if too much emphasis is placed on this by anyone dealing with disadvantaged people.

One might consider moving in a similar direction as Ad Vo Tech (District 18) in New Richmond has done. They hired a counselor under a special project that was approved recently. The title of the project is "Out-Reach Vocational Counseling and Related Services for the Disadvantaged." Mr. Rudy Stahlheber provided the researcher with information, and he would, no doubt, be willing to provide the information to others regarding this project. This project attempts to provide many of the services noted in previous paragraphs. Many staff members might become more aware if an information seminar were conducted. A format for such a seminar was obtained from Mr. Alun Thomas of Madison Area Technical College, and can be found in Appendix G.

Section 2: Orientation and Selection

After people have been informed and after people have put forth some interest in vocational education, in-depth program orientation is necessary to help these people select a program or a course of action for their vocational training. These first two sections have been written specifically in consideration of disadvantaged people. It is realized that many times the separation cannot be made between informing, recruiting, orientation, and selection. Also, most of these activities would be helpful for the non-disadvantaged as well.

Going on the premise that many times disadvantaged people will not come to school because they are fearful of the social situations they will have to become involved in and the pressures that will be put on them in the classroom, an orientation session was considered as a possible help to the people. The researcher initially considered setting up a day where students, disadvantaged as well as non-disadvantaged, would gather in an informal social setting so that faculty and new students, as well as second year students, might get acquainted. In the interviews with various students, dropouts, and vocational staff, very little explanation of what was meant by a "session" was given on this topic. For this reason, ideas were expressed on evening socials, half-day and full-day orientation, and small group tours. The interviewer followed all interpretations so as to find the opinions of what either had been experienced or could be tried. Generally, staff members felt that sessions of this type were important, whereas both typical and disadvantaged students and disadvantaged dropouts saw little or no need for them. Present students and dropouts felt that classes were run informally enough initially to permit them to quickly get to know one another. The concept of orientation was: Make sure that the students know what they are getting into.

Do prospective students as well as students and dropouts know about job information in the field that they are either enrolled in or were enrolled in? It appeared that most educators assumed that since the person had decided on a field, a complete explanation, that is working conditions, pay and hours, was not necessary. Whoever is in contact with students who are inquiring or expressing interest in attending school should express the good qualities as well as the liabilities of the trade or lines of work the students are considering. Too much might be assumed regarding a prospective student's awareness. The disadvantaged, especially, can benefit from personal interest and an explanation of details about programs and work. A large majority of disadvantaged students, 76 percent, felt they were aware prior to enrolling and 21 percent felt that they were not aware of job information. However, extra efforts by counselors, major field teachers, and related teachers would appear helpful.

Many vocational personnel who were contacted and visited did not feel that "special" recruitment efforts were necessary for disadvantaged people. They did relate the idea that it is manditory that everyone be reached. Additional staff in a vocational district would allow them to do a better job of this contacting.

Viewpoints on the topic of entrance interviews differed considerably. One district interviewed each applicant, while another admitted that entrance interviews were conducted with very few students. The other two districts made the decision to interview based on assumed or recommended need. Disadvantaged students who had been referred to vocational schools were given extra counseling or attention initially in only one district according to interviews.

Interviews conducted by the researcher showed that media, friends, and relatives influenced students to enroll in vocational school. (See the table below.) Dropouts reported a lower level of influence from these sources.

Table 1

Selected Reasons for Enrolling in Vocational School

Reasons for Enrolling	Personnel	Students	Dropouts
Media	24%	57%	40%
Friends or Relatives	48%	47%	40%

"Open-ended" is a term that refers to programs that are offered on a "start when you can, and finish when you are competent, or when requirements of the program have been met." In this way a student can walk in the door, providing there is room in a program that the person desires, and begin his training immediately. The importance of this type of plan seems especially important to disadvantaged people who may at one point have the incentive to begin schooling, but if asked to wait until January or September may lose this incentive; thus, they may never be trained and possibly never move out of their status quo. Open-ended programs are a definite advantage for recruiting and enrolling students.

Three of the four districts reported some open-ended programs. This concept might be looked at more closely, even though teachers, especially, see it as a great inconvenience. Many times, it would seem, a person might at some point of his life realize the need to learn a trade or skill. Unfortunately, if it is not September of January, he cannot enroll and learn. This is true of all students, but variations toward open-endedness may benefit the disadvantaged especially.

The Rice Lake School of the Northwest Vocational Technical District has a fine example of a pure open-ended program. The instructor reports that teaching this type of group is awkward for him on many occasions. On the other hand, he is able to individualize training and does not waste valuable learning time. Students can attend for up to six months, but may finish much sooner and are still employable. The immediate goals of the disadvantaged in this welding program can be met this way, especially the students with wives and families.

Enrolling and retaining disadvantaged students in school is a problem. Many times if a disadvantaged person has been convinced to try school, he may, after a short stay, decide to go back to the life that he knows better and in which he feels more comfortable. Most people, especially the disadvantaged and people working closest to them, feel that money is a primary influence in a disadvantaged person's enrolling in school. These people must get some money to live. However, if after a week or two they cannot cope with the educational system once again, they often leave. The ones who stay usually like their teachers and their peers and usually appreciate what they are learning. A number of questions pertained to the influence of peers, teachers, and classroom situations, and resulted in a very high response from all students and dropouts. In Table 2 are statistics concerning the need for money for schooling. Money is an obvious influence.

Table 2

Role of Money in Enrolling and Staying in School

	Personnel	Dropouts	Disadvantaged Students
Is money the big influence for enrolling and staying in school?	Yes 66%	Yes 80%	Yes 70%

One question that can be raised relates to the number of openings in programs that are being offered in comparison to the number of students that are looking for that training. Can everyone be matched up with a program that has been recommended to them or one in which they would like to go into? Some students indicated that they had been located by one of the agencies, and also found eligible for monies for schooling. After eligibility had been established, every effort was made to get them into a program. The program selected was not always the person's first choice.

In fact, depending on openings in training programs, the men sometimes had to enroll in their second or third choices. These MDTA students were not thoroughly disappointed. They seemed to realize the value of the skills they were learning and appreciated what was being given to them. There is, however, a problem in trying to get every prospective student into a first choice program. It may be impossible, but more study needs to be made of this problem.

Diversification of programs in a vocational school and open-ended programs offer ways to meet the needs of more students. High regard for student preferences is important. Disadvantaged students might look more favorably toward attending vocational school if they knew they could more freely choose, within limits, courses that would help them. Fifteen percent of the students who were interviewed expressed a desire for more courses from which to choose. Also, they did not feel that they should have to take courses in an area in which they already felt competent.

Recruiting and information may bring in greater numbers of students, especially disadvantaged people, if this concept is implemented. The advantages of offering elective courses is not only important for disadvantaged students, but has possibilities of being welcomed warmly by students who can test out of courses or attain advanced standing.

Section 3: Pre- or In-Schooling Counseling

Section Three deals with counseling. Here again the reader can look back to Section One, Informing People and Recruiting Students, and Section Two, Program Orientation and Selection, and draw some parallels with this section. Many times all of these functions are performed congruently by a counselor or a Student Services Administrator. For the sake of considering specifically the disadvantaged people, this section deals with counseling alone.

Can school and personal problems counseling be done effectively as the vocational schools are currently set up? Understaffing is a problem that counselors face in trying to contact and meet with students. Other problems appear to be the administrative duties expected of counselors which reduce the number of students they can see for counseling. Because of various agency referrals and follow-up studies of disadvantaged students in the vocational school, counselors could develop hostile feelings toward some of these students. Some may feel that the agency counselors are infringing on their duties as a counselor in the school. This attitude can only hurt the disadvantaged student. Students quickly sense attitude and are sometimes supersensitive to counselor and teacher actions and words. All of the counselors interviewed were brought into "trouble" kinds of situations. Some called their job "crisis counseling." Others seemed to handle the disciplinary situation in a way that did not infer that disciplining was being done. No specific item was included on this topic, but when asked if the counselor should straighten the student out if he gets into trouble, 16 percent was the highest positive response rate of any of the student groups and staff. Most groups felt this task was not related to the counselor's job at all. Disadvantaged students were also of this feeling.

Group guidance techniques appear to have merit for working with disadvantaged students. Counselors, in this study, generally admitted to having done little group counseling. A distinction must be made here in that the teachers are talking to groups or discussing in an instructional setting, whereas a group counseling situation is strictly student initiated in content. One program entitled "ECEL," designed for the disadvantaged, has utilized group counseling. The State Employment Service Office in Eau Claire can provide additional information as to how this program can be obtained from Mr. Al Wistrom in Eau Claire.

Group counseling, of course, has other additional advantages than those already mentioned here. Informal settings without a prescribed leader often bring out social situations that have caused problems. Thus, the problems that educators have in working with the disadvantaged are brought out for further work. Group counseling thus becomes a behavior modification situation.

The question, "Are staff members of the vocational schools encouraging the disadvantaged to see a counselor?" was asked. The most frequent response was that many times counselors find that disadvantaged people react negatively to certain services that are available to them. By this it is meant that these people do not feel a need for the services, or they do not want to place themselves in an awkward situation with their peers by seeking outside help. Therefore, counselors encourage most people to see them, but they may quite casually encourage the disadvantaged to visit them. Without such encouragement, students, again especially disadvantaged ones, cannot be dealt with most effectively because specific needs are not even known until such counseling takes place.

What about the type of counseling that must be offered to disadvantaged people? Is it really different than the counseling provided for "typical" students? Most vocational school staff feel that disadvantaged students receive special counseling. The schools surveyed varied on this opinion from 49 percent to 100 percent of the staff responding positively. In verbal explanations, most said that the "special counseling" idea was not the way this should be termed. Some of them commented that more counseling rather than special counseling would be a more appropriate approach. Others saw all counseling as based on need; in this instance the specific disadvantages would be considered.

Several situations did arise in the interviews where a disadvantaged person had been encouraged and provided money so that he could pay for living expenses in order to attend school. Following a brief period of schooling, the person did not feel he was receiving training in an area that was most beneficial to him and decided to leave school. Thus, it is believed that emphasis needs to be decreased on successful completion of a program if this program is not fulfilling a student's needs for training. Up-to-date testing programs might be initiated in order to add another dimension for a student to look at himself, his abilities, likes, and achievements. It was found in talking to several students that they had not been tested or counseled on their program choice and they would liked to have been. Thus, it would appear that staff members estimated a higher level of counseling than actually occured. This may cause them to overlook encouraging disadvantaged students to see student services for help.

In one MDTA program for welding, three of four men interviewed were actually taking their second choice field in order to enroll in a funded program. As was mentioned previously, financial aid is an important part of the chances to attend school for the disadvantaged person. Obtaining financial aid for disadvantaged people who have not been referred to a vocational school, but who are in obvious need, is a problem. An Outreach worker with the WESTCAP stated that it is much easier for her to get funding (loans, stipends, etc.) for people who can go to college than for vocational-technical school. One of the vocational counselors interviewed complained that lack of immediate action on financial aid made it impossible for some prospective students to attend. They needed clothes and supplies, but money was not readily available.

The brief comments that have been made here on financial aids are an overview of the items listed on the interview sheet. (See Appendix C.) Since the research was done, the researcher has found out about several programs that are available in the way of financial aids for students. The need for immediate money is a problem, and especially for disadvantaged people this type of aid should be considered more carefully. Emergency loan funds might provide monies on a short-term basis for the disadvantaged until further funding comes through.

Five items were used in the area of part-time jobs for students. Each one was designed to see how various people looked at part-time jobs in relation to vocational training. It appeared that many students felt that part-time jobs were either not mentioned or that efforts to find jobs were not obvious to them. Staff members, on the other hand, felt that their school put forth much effort in finding jobs for all students. These responses are summarized in Table 3.

Table 3

Opinions Related to Efforts Vocational Schools in the Study Made to Find Jobs for Students

	Disadvantaged Students		Disadvantaged Dropouts		Staff	
	Yes	No	Yes	No	Yes	No
Does anyone of the staff work with students in finding part-time jobs?	35%	64%	60%	40%	70%	20%

In this area, concerted staff efforts seemed most appropriate for finding part-time work, especially when jobs were not plentiful. Counseling was often done in conjunction with efforts to find and fill jobs by numerous staff members. Concerned teachers and administrators often listened to problems or provided help or advice. Quite possibly, more effort could have been made in specifically helping the disadvantaged.

Students often reported that part-time jobs, with or without other funding, made the difference between their being able to attend school or not. In this sense, the job is an incentive that can be used in recruiting.

The number one reason for a student having a part-time job is money. Most of the students interviewed did not have money saved (62 percent), or did not have all their expenses paid for them (46 percent). In addition to money, staff members saw part-time jobs as valuable for: (1) forming work habits regardless of the field of work, (2) a supplement to training, and (3) additional trade experience.

Section 4: Instruction

For the purposes of this study, instruction was defined to be a variable based on the quality of instruction in shop and general classes. Many general facets of education apply to both shop classes and general classroom courses. One of the big discussion topics that was raised had to do with the knowledge that the staff members have on various students. If consideration of disadvantages is to be given, the staff must know who these people are, and even more important, they must know the specific disadvantagements each has. The disadvantaged students interviewed generally agreed (93 percent) that general course teachers understood them as individuals and that these instructors had communicated the desire to help students learn the subject so that it could be relevant to them. Most often, these students were willing to put up with these classes so that they could learn skills or a trade. If they are to learn in their major field, they must get by in the other classes. For some students, based on background, math class was irrelevant, while for others, English or social studies was only tolerated.

"Much more can be done for disadvantaged students." The majority (88 percent) of the staff responded positively to this general dimension. Questions usually arose from the definition of disadvantaged people. Even so, most wanted to do more for those who needed help in order to join the working, self-supporting segment of our population and grow personally and socially to become more self-fulfilling.

A welding instructor in school four commented on the subject of making improvements in instruction while considering the disadvantaged student. He felt that many teachers can benefit from a study such as this simply because they will now be thinking about disadvantages. This is not to say that they will seek out those who are less fortunate in their classes and then offer them obvious "special" help. Instead, teachers may become more interested in finding out what disadvantages exist and what other people and/or programs are doing for these people. Sharing of successes may then give rise to more success. All students interviewed said that teachers were sensitive to their needs. Their remaining in school pointed out the possibility that the teachers were sensitive to their needs. Dropouts had negative feelings about sensitivity to their needs--financial as well as instructional needs such as irrevelant material being taught.

Is there too much emphasis on academic requirements in a trade and industrial program? Virtually all personnel in two of the four districts involved in this study did not feel that their programs were too academic for disadvantaged students. In the other schools, responses varied much. When the students in all schools were asked about problems that they had with their programs, 68 percent of the disadvantaged students listed math, English, and related classes. A direct correlation between these two variables is not being suggested; the percentages indicated some differences of opinion. A number of typical students (45 percent) also responded that they had trouble in some of these subjects.

In the other two districts, 28 percent and 33 percent of the staff felt strongly that courses were too academic for disadvantaged students. In consideration of the various viewpoints and some repeated comments, it appeared that the academic component of vocational programs for the disadvantaged should be reviewed.

Apparently most vocational school teachers do a good job of verbally convincing students of the importance of their courses, at least according to those surveyed. In the total sample, 93 percent of the students reported that generally their courses were related to things they liked. Nearly all teachers reported that they set up courses based on assumed needs of students. From these reports, especially in related or academic classes, selling the students on courses through relevance was effective. Some students complained, but these complaints seemed to be aimed at the personalities of specific staff members and/or the student's own weaknesses.

It would seem logical to take heed of the consistent complaints of typical and disadvantaged students. Complaints will be unique in each school. Also many of these could be avoided if an effort was made to demonstrate the relevance of their educational experiences.

Responses to an item directed toward finding out about curriculums for the disadvantaged showed that personnel in the vocational schools surveyed did not favor a different kind of curriculum for disadvantaged students. In school number four, 33 percent of the staff said that there should not be a different curriculum for disadvantaged; school number three responses were 66 percent "no"; school number two reported 70 percent "no"; and of the staff at school number one, 33 percent said "no." Even though percentage responses favoring a common program varied quite a lot, comments made following this response indicated that the variance here was mainly due to different interpretations of the word curriculum. Teachers, counselors, and administrators were not in favor of providing something altogether different for the disadvantaged because they felt that social problems would result from those given obvious different treatment.

Students enrolled in an MDTA welding project expressed a desire to be included in activities and programs of students in the regular programs. On the other hand, their comments also indicated that, although they thought it would be nice to be involved, their time for after school activities was limited, and they probably could not participate anyway. The invitation seemed to be what these people would appreciate.

What then can be said about the general learning processes that go on both in shop and classroom learning activities? Generalizing, differentiation, and relevance were brought into the instrument to see what the vocational educators thought about differences between typical and disadvantaged students. Obviously, responses were based on personal definitions of disadvantaged as a result of each staff member's knowledge and experience. There was moderate agreement (31 percent) that there was little or no difference between typical and disadvantaged students on the learning processes of generalization and differentiation. Little comment was made regarding student background experience in the interview; however, on the topic of relevance, most felt that due to background, disadvantaged students had different ways of gauging what was relevant to them.

As students and dropouts commented on relevance, in rather indirect terms, they related that education should be practical. Many times they carry out classroom activities but see little worth in them for their future job. The more class activities could be related to the students' likes as well as future needs, the more these classes would be viewed as relevant.

It appeared that it might be well for staff members to look into materials on differentiation and generalizing with special consideration in mind for the disadvantaged students. As the researcher reviewed two papers on this topic, it became obvious that these could be critical dimensions in learning. Interviews proved these concepts to be questionable. However, it would be well to evaluate these dimensions in further depth.

Disadvantaged students interviewed who did not read or were not skilled in math have accepted the fact that they must take adult basic education before getting into technical courses. Most staff members were selling this idea, and responses showed that students had positive feelings toward this sequential approach with positive responses ranging from 49 percent to 85 percent in the four schools in the study. There is a question that the researcher feels must be raised. The researcher was not able to talk to disadvantaged people who looked into training, but did not enroll because they would have to try again to learn reading, English, and arithmetic. It is not known how many disadvantaged were lost after they found out they could not start welding a machine until they passed certain other tests. If one or two people were lost this way, procedures should be questioned.

"Sports are what motivated me in high school." This statement has been made by several acquaintances of the researcher. Could this same thought be applied to teaching certain disadvantaged who have low reading and math abilities? The opportunity to engage in technical or mechanical activities early in the program might bring them to enroll and then the general skills which are so helpful and necessary for living can be developed as the student progresses in his program.

One of the obvious necessities that the researcher found over and over again was open communication between teachers and counselors. One of the items asked of the staff related to this topic. "Should technical teachers, general education teachers, and counselors be in close contact concerning problems unique to their disadvantaged students?" Table 4 below shows the responses.

Table 4

Vocational-Technical Staff Members' Opinions on the Need for Communications Between Teachers and Counselors

	Responses				
	Yes +	Yes	0	No	No +
School #1	83%	96%			
School #2	85%	14%			
School #3	50%	16%		16%	16%
School #4	100%				

Nearly all the staff members in three of the four schools in the study reported that cooperative efforts were made by instructors and counselors. Many of these people also related that communication probably was easier because of school size. The other school reported fewer contacts. This district is at least five times larger than the other three districts, and the fact that the trade and industrial division is housed in a separate building were other factors involved. Some teachers from each school could see no need for closer communication between general course teachers, shop teachers, and counselors.

The majority of staff members felt that close contact on matters concerning the disadvantaged was not just wishful thinking and impossible to do. In addition, numerous comments were made on two sets of open-ended questions related to problems and improvements staff members could see associated to their work with the disadvantaged. Responses to these questions are listed in Table 5.

Administrators may find some value in this as they are faced with specific problems. Teachers and counselors may be able to more realistically look at many of their problems. The table below lists each response.

Table 5

Suggested Improvements for Working with the Disadvantaged

Suggested Improvements	All Staff
Make instruction more relevant--possibly bring in Behavioral Objectives	32%
No response	28%
Teachers must identify disadvantages of students	24%
Need more time for individual help and update materials	20%
Individualize instruction	20%
Need short programs based on employment needs	16%
Need more and better equipment	16%
Need bigger and better facilities	16%
Challenge of doing better job	12%
Find instructors sensitive to needs of disadvantaged	12%
Clubs for special interest groups of students	12%
Reduce class size	8%
Get disadvantaged to learn anything	4%
Instant loans for disadvantaged for clothes and housing	4%
Budgeting for disadvantaged	4%
Need group guidance, high schools & state	4%

Students and dropouts were asked to make suggestions for improvements, too. Their responses are summarized below.

Table 6

Improvements Suggested by Students and Dropouts

Improvements	All Students	Dropouts
No response	43%	40%
Choice of courses (elective)	43%	20%
Longer program	25%	20%
Better teacher planning in shop activities	21%	20%
Better facility	15%	20%
Another instructor (additional)	15%	20%
More shop time	9%	20%
More equipment	6%	
Needed basic drafting	3%	

The similarity in responses between these groups was apparent. A fair amount of allowance for student involvement in working toward improvements was certainly possible based on these figures. Because students want well-planned and relevant instruction, it would seem that staff might put forth greatest efforts in this area. If teachers can be made aware of disadvantages, update, and individualize, as they have responded in larger percentages on the preceeding page, vocational education should be moving in the right direction.

What about rewarding students? There was little difference in feeling about rewarding students by teachers or students in regard to disadvantage. When staff members were asked whether disadvantaged students could be rewarded in the same way as typical students, 52 percent said yes and 36 percent said no.

This is another item that brings out responses only from people who have stayed with the vocational program or have left for personal reasons. Those who were very dissatisfied cannot give an appropriate response. Work needs to be done for people who are extremely "hung-up" on "schools" and "grades." Closer personal contact with these students might be consciously attempted to lessen the possibility of this uncomfortable feeling.

This is the age of individualized instruction. This method could be an effective technique for giving special help to students. In some instances, tutorial help for those who do not catch on to things that are being taught might be sufficient. This help may be carried out in groups where common problems occur. And, the staff member should make a special effort to reward the disadvantaged student for good work.

For the disadvantaged, this means seeking them out and encouraging them to use your help. Personalized contacts and pleasant relationships will go a long way here. In other situations, all instruction should be individualized.

Many students have backgrounds in one or many areas based on prior schooling or experience. Typical and disadvantaged students may put up with a required course that covers an area they have studied before, but this will not increase interest in their program. Testing out of such courses was suggested by one student. This procedure could also provide more openings for additional students. Synthesis has been made of several viewpoints heard from people who were interviewed. It is traditional to hold classes for 18 to 36 weeks, or whatever plan has been used in a school system. It could be possible for certain occupations, depending on the level of knowledge needed, that programs might be two weeks or two months in length. Another possibility is to eliminate the classes that are often considered by students to be meaningless, especially by the disadvantaged. Sometimes English and math are traditionally included. The researcher repeats what has been told in the study interviews: Bring students together, allow for a relaxed social interaction, and concentrated learning of specific skills.

Is the pace of instruction or the speed of learning a factor with disadvantaged students? The researcher considered pace of instruction in the same category as tutorial and testing out of classes. There is certainly a more general way of looking at each of these above discussions. Responses on two particular items asked of students, dropouts, and personnel, showed that pace can vary tremendously. Pace was not a factor which caused dropping out, at least according to the interviews.

An item was included in the interview for staff asking them whether or not it would be wise to place disadvantaged students in regular classes. Slotting of MDTA students can be done when there are not enough students to have a special class of disadvantaged students. A majority of the staff members said that many disadvantaged students can be successful in this kind of situation. Many disadvantaged people do not feel that they are part of the group, however, and cannot cope with certain pressures, so they then drop out. This is when teachers and counselors must not only know what disadvantages each student has, but must also make strides to effectively deal with the people and bring about a comfortable atmosphere for the student. This would be a combination of student-teacher rapport and student-to-student relationships. Eighty-six percent of the staff people interviewed felt that the disadvantaged student can become part of a regular class. Many feel an obligation to find ways to help more of them actually do this. The dropouts that were interviewed felt that they could have been treated more personally.

In contrast with slotting is the establishment of a special class just for MDTA disadvantaged people. While there is a commonalty of interests, problems, and the program can be administered to meet these student needs, there are some problems that must be met while working under this approach. The most obvious problem is segregating of disadvantaged people. A person, once having been in such a group, might be labeled a disadvantaged person. Labeling is bad in the respect that the connotation of the word "disadvantaged" seems to show a lack of understanding. Most students would not want to be classified in this way. Carrying this one step further, most of us would not care to be considered disadvantaged people, even though all of us have obvious disadvantages.

Another problem with special programs is that the students are not exposed to the type of people with whom they will eventually work. A program where disadvantaged students would be working closely with a "typical" group seemed fairest to all. Teachers would have to do more, but disadvantaged students would stand a better chance to gain from the class. Not only will they learn skills and knowledge, but they will be helped to feel important, become part of the group, and feel needed to those around them.

A problem with which each educator is faced is relating to disadvantaged students. During all interviews with staff, students, and dropouts, the question was asked, "How can teachers best relate to their students?" Since this was a general question, the researcher asked the staff members to explain the first thought that came into their mind. No specific explanation was made of disadvantaged students, but instead responders tended to think that everyone deserves better schooling. The responses and the percentages responding in that way are found in the table below. The most frequent responses were to make the course relevant and to listen to the disadvantaged student.

Table 7

Staff Suggestions for Relating to Students

Responses	Staff
Make course content relevant	24%
Listen to them	24%
Use hardware early to gain interest	12%
Gain student's confidence	8%
Be yourself	8%
Hold individual conferences	6%
Get involved in extra-curricular activities ...	4%
Good technical background	4%
See parents when possible (conferences)	4%
No response	4%

Of course, there is no one answer to such an item. You may be interested in comparing your first reaction to the question and the percentages given above. Disadvantaged students look up to teachers who know their field well and who are sincerely concerned about helping people. Generally speaking, they are looking for an instructor who is also plain and simply himself, in and out of the classroom. This was not a specific item on the student questionnaire, but numerous students and dropouts commented to this effect. They reflected positively on teachers who presented the qualities mentioned above and negatively toward those who did not.

One final area was investigated. Teacher attire or dress was considered by each person interviewed so that the researcher could gain some insight of the importance of this dimension. Most staff members (68%) felt that teacher dress had much effect on all students. Others (12%) saw teacher dress as having "little effect" on students. Still others commented in this manner: 8% said "some effect", and 12% said "no effect". The table below summarizes the comments brought out while interviewing.

Table 8

Staff Opinions on Teacher Attire

Response	
Dress should be neat	20%
Dress according to field	24%
Proper dress improves attitudes	16%
Teachers should dress differently than students	8%
Slight or No Effect	32%

When this same question was asked about students, with emphasis on how dress affects disadvantaged students, the responses listed in Table 9 were given.

Table 9

Staff Opinions on the Influence of Teacher Attire on Disadvantaged Students

Response	
No different from typical students	20%
Teacher should be himself	4%
Teacher should be more natural	4%
No response	72%

Note that most staff reflect the feeling that disadvantaged and typical students must be thought of and worked with in the same way. The reason for the large number of "no" responses was that all staff at this point had informed the researcher about their feelings and ideas about disadvantagement. The answer was so obvious that they passed by this item to seek out additional items.

Section 5: General Course Instruction

Certain concepts could best be handled by developing a section on general course instruction alone. The reason for this being that certain courses and in some cases certain parts of courses are taught in unique ways. An example would be a typical English class. Realizing that teachers of a class like this would have a special challenge in developing materials and motivating students, different from the shop or laboratory teacher, certain concepts have been approached as a general course teacher might think of them.

It appeared that students, disadvantaged and typical alike, who were not willing to tolerate the general courses were very likely to drop out. The comments from disadvantaged dropouts about other classmate dropouts brought out this information. The staff reported the following feelings when asked, "Do you think that the classroom teachers in your school understand the disadvantaged students as much as they should?" The following table summarizes this information.

Table 10

Degree to Which Staff Members Perceived
that Classroom Teachers Understand
Disadvantaged Students

School	Yes +	Yes	Responses Undecided	No	No +
School #1	33%	33%			16%
School #2	57%	14%		28%	
School #3	16%	16%			66%
School #4	16%	33%		33%	16%

The difference between a "strong yes" and a "yes" response and the difference between a "strong no" and a "no" response is based on interviewers interpretation of the strength of the feeling expressed in their response.

The disadvantaged students in the study who felt accepted and liked by classmates and teachers stayed in school. Those who could not find meaning either in the educational or social aspect of the encounter left the school scene. It was very hard to determine, as stated by a few counselors, whether school was the initial reason for leaving, or whether outside situations brought about this termination. Determination of this could help educators to assess and revise ongoing programs.

How can general courses be developed so that they are meaningful for students? What difficulties do the six percent who reported that making content relevant was a key problem? This follows closely with the thoughts of the disadvantaged students. Staff also feel (36%) that it is quite difficult to adjust to individual problems when there is such a diversity of problems in a class and saw individualized instruction as a means to meet these needs. Because techniques and strategies used in individualizing instruction are often different from traditional teaching methods, teachers find them difficult to use. They can see where the disadvantaged can benefit for this, so they seek help. One teacher reported a problem in working with disadvantaged based on their refusal to read.

Some staff members reported that convincing disadvantaged to enroll in a vocational school program was a problem because of general courses involved. This thought runs almost parallel to the interpretation that was made earlier concerning disadvantaged students who would not tolerate certain courses and thus were likely to drop out of vocational school. There was some difference of opinion among staff members. Those who said that activities should not be different from those of the normal class feel that standards are set and must be kept, no matter what students enroll. Some responders saw more need for field trips, participation type classroom activities, flexible programs based on individual needs and special need courses as helping to meet the needs of individuals.

Actually, most of these instructors felt that these types of activities should be undertaken to meet the needs of all students. Many of these people would rather think in terms of helping anyone with a problem rather than single out individuals and use the term disadvantaged.

Section 6: Technical Course Instruction

A student's technical course instruction refers to specific facets of teaching that relate to the shop or lab type courses in a vocational or technical program. When asked, "Do your major field instructors really want to help you to learn skills so you can get a good job?", they responed as found in Table 11.

Table 11

Students' Evaluation of Major Field Instructors' Desire to Help Them Learn

			Responses		
Type of Student	Yes +	Yes	Undecided	No	No +
Disadvantaged Student	88%			6%	6%
Disadvantaged Dropout	40%	40%	20%		
Typical Student	67%	27%	6%		

The disadvantaged students felt strongly (88%) that major field instructors really wanted to help them learn skills so that they could get a good job after leaving school. However, the disadvantaged dropouts were less positive in their responses. The typical students responded more with "yes" (27%). Major field teachers and other staff were making efforts to let the disadvantaged know that they are wanted and needed in this society. This kind of attitude was evident in disadvantaged students and dropouts as well as typical student responses. It appeared that it would be helpful if staff members knew who the disadvantaged students were in classes where slotting was done and were made aware of specific disadvantagements in all situations.

In the same area, students and former students were asked, "Do you think that the major field instructors understand you and your capabilities in the field?" Their responses are summarized in the table that follows. In general there was a high level of positive response to this question. However, the disadvantaged dropout was not as sure this was true.

Table 12

Students' Perceptions of Major Field Instructors' Comprehension of their Abilities in the Major

			Responses			
Type of Student	Yes +	Yes	Undecided	No	No +	Omit
Disadvantaged Student	70%	23%				7%
Disadvantaged Dropout	20%	60%	20%			0%
Typical Student	46%	54%				0%

As the instrument was being developed, the researcher felt that there was a good chance that there would be a stronger student-teacher working relationship in the technical course areas than might be found in the general courses. Generally, staff members see the possibility for closer relationships between disadvantaged students and major field instructors than with many other staff in the school. This feeling may be looked at by schools in order to see differing opinions. The question was asked, "Do you see the possibility for a closer relationship between major field instructors and students than between other staff and students?"

Table 13

Potential for Major Field Instructors to
Work More Closely with Students

			Responses		
School	Yes +	Yes	Undecided	No	No +
School #1	16%	16%	16%	50%	
School #2	55%	14%			28%
School #3	83%			16%	
School #4	66%	16%			16%

Shop and technical teachers can adapt course materials to meet specific needs of disadvantaged students according to 72% of the staff members interviewed. The most common explanation dealt with the "need to know" in objective vocational education. However, most instructors saw definite limits to the amount of adaptation that could be done in that the graduates of their programs had to have specific competencies. No matter what handicaps students have, they must obtain certain levels of accomplishment in order to be considered skilled or employable. If a student obviously cannot meet the prescribed level, he is recommended for work in accordance with his achievement. Responses to this item are given in Table 14.

Table 14

Capacity for Teachers to Adapt to Disadvantaged Students

Question	Yes +	Yes	Response 0	No	No +
Can teachers adapt to disadvantaged students?	72%	8%	4%	12%	4%

Moving back to the topic of class activities for the disadvantaged in a shop or lab situation, the staff thought that the end result of activities could not vary much because of the "need to know" concept of vocational education in a shop or lab. Therefore, even those who responded "yes" and "yes +" (80%) had virtually no specific suggestions about activities for disadvantaged students. What this problem appears to need is discussion and consideration on the part of vocational teachers and researchers. For example, there may be a need for simpler starting activities and more activities to carry the student from his entry level to the beginning level needed for normal entry into the program and progress through the program.

Section 7: Student Activities

Student activities, it was thought at the inception of the study, might play a large role in disadvantaged students' success in a vocational program. The researcher was concerned with the questions: "Are the disadvantaged people in the position to take advantage of the school's activities?", and "Does the school make a special effort to consider disadvantaged students when planning student activities?" The disadvantaged students and typical students interviewed responded almost identically to the need for extra-curricular activities. About 53 percent felt that extra-curricular activities in the vocational school were important. Forty-six percent of the responders did not see any need for activities for themselves. Many did, however, say that it was good for the school to have activities for the other students.

It was interesting to note that everyone had relatively strong feelings about this item. The undecided response was not used by those surveyed. Activity planners might well expect much participation from some students and cold attitudes from others. Appropriate sampling of student interest on proposed activities would help to determine the need for them. Of the "yes" responders, the following activities were considered important for the school: intramural sports (28%) and clubs relating to special interest and/or major (9%). When asked if they participated, 25 percent said "yes", 28 percent did not respond, and 46 percent said "no".

The staff people interviewed had several interesting comments regarding the subject of student activites. The ideas expressed by typical and disadvantaged students are also in evidence in the staff members' responses. The other comment heard many times was that activities should be available for those students that want to get involved.

The students in a MDTA welding program felt strongly that if extra-curricular activities were run, an effort should be made to invite MDTA students to participate. These people, because of varying circumstances, often cannot find time to participate. However, the feeling of being welcome plays a key role in the attitudes of many disadvantaged students. Compare that feeling with one most people would have if no one informed them of an event going on in their school. Since special MDTA project students are many times set apart from the regular school students and their teachers many times are with them all day in classroom and in shop learning, these students tended to feel more isolated from the rest of the student body.

A director of Student Services (School 4) estimated that it is possible that 40 percent of a disadvantaged student's learning is social. This is not to say that the social learning must be based on organized student activities. Friendships, problems, competition, and team efforts bring on much of this kind of learning. Schools must plan for student activities, try to encourage or at least inform everyone effectively of the events, and then carry out a student activities program comprehensive enough for their students. It is important to keep the disadvantaged students in mind when doing this, to make "special" efforts to include those who would not participate on their own.

Certainly, many students will not benefit directly from these programs as their time is taken up in working or studying. Those who can be motivated to attend school should be made aware that these programs exist and are beneficial to them. Those who need this kind of supplemental activity should have access to it. In this way, schools can better meet the needs of students, typical and disadvantaged.

Section 8: Placement

The section on placement covers two distinct areas. One is concerned with students who dropped out of programs after being in a vocational school setting. The other deals with actual placement on the job of a student who has graduated from a program. The two have been combined for one major reason. At the point when a student terminates his attendance, whether he has dropped out or graduated, he is looking for employment. Placement must really cover both types. It was realized, however, that many times when a student drops out of school, he has a job lined up and prefers this to remaining in school. For those who do not have a job waiting for them as they leave, the school must participate or at least cooperate in finding a job for the dropout.

Disadvantaged dropouts were asked for their reason or reasons for dropping out of vocational programs. Although at first glance this may not seem to be a part of placement, placement and follow-up of these students provides an opportunity to determine what influence their training had and the degree to which it made them employable. The following reasons for dropping out were given. See Table 15 below for a summary of these responses. Lack of money and draft deferments were the major reasons for dropping out of school. Employment was a lesser factor.

Table 15

Reasons for Dropping Out of School

Draft deferment	40%
Lack of money	40%
Home circumstances--general	20%
Illness in family	20%
Found job--unrelated to training	20%
Failure of subjects	20%
Had conflicts with certain teachers and/or counselors	20%
Too much party life	20%
Marriage	0%
Found job--related to skills learned	0%
Did not get along with students	0%
Lost interest in program	0%

Placement for dropouts did not appear to be a large ongoing program in any of the schools in the study. Somehow the failure syndrome surrounds a dropout more than many would like to think. This is an area that is ready for a great deal of work and study. Vocational educators must come to realize that by completing even a part of a year of training some students have accomplished a major success. No one really questions that this type of service is and should be going on. The problem that the researcher observed was that once these students leave school, the world is their problem. Someone from the school could be instrumental in locating the dropout and helping him to find and adjust to a job and the life style that goes with it. The school initiation of this help is very important.

Section 9: In-Service Training for Vocational School Personnel

In the overall study, the researcher can on several occasions remember hearing comments about the implication that this study might have on education, specifically vocational education for the disadvantaged student. Many people found merit in the data collected, and even before that, could see the benefits of discussing matters about disadvantaged people in their own teaching situations. The materials developed and the topic of working with disadvantaged people is something that can be discussed so that situations can be improved in vocational education. This has been the primary reason for the development and continued inclusion of a section on in-service training for vocational school personnel. Again, the staff members that were interviewed encouraged in-service training for themselves.

From this study and the studies carried out by other researchers, there was evidence that the nature of disadvantaged students was not completely understood by all staff members. In addition, some staff members felt that special help and/or treatment of disadvantaged was not appropriate. Hence, there appeared to be a need for in-service training. In-service training often carries with it a negative connotation. Call the program whatever name you prefer. When staff members of the four schools in the study were asked whether their schools had provided for training in working with disadvantaged, the following responses were received as shown in Table 16 below. In only one school did more than one-half of the staff report an in-service program on the disadvantaged.

Table 16

Percentage of Staff Members Reporting In-Service Training on the Disadvantaged Student

School	Yes	Responses Not aware	No
School #1	50%	33%	16%
School #2	71%	14%	14%
School #3	16%	16%	66%
School #4	16%	50%	33%

The staff reported that in-service programs on the disadvantaged were developed by:

Local administrators	12%
Our teachers	16%
Federal MDTA people	16%
The state	28%
No response	28%

More positive than negative responses were received to the question, "Was the training or experience worth your time?" However, many were undecided. Table 17 summarizes the responses.

Table 17

Opinions of In-Service on
Disadvantaged Students

	Responses		
School	Worthwhile	No opinion	Not worthwhile
School #1	16%	66%	16%
School #2	57%	28%	14%
School #3	33%	66%	
School #4	16%	66%	16%

What about those people who have not been involved in some training? Is there a void, a definite need for something to be done? Slightly less than one-half of these staff members (48%) thought that there was a need. The remaining respondents had no opinion.

It appeared that in places where not a whole lot has been done in the area of training of staff for working with the disadvantaged students, people responded accordingly. If the reader has an interest in obtaining more information on in-service training programs related to the disadvantaged people, contact MDTA State and/or Federal Administrators. These agencies have materials based on programs they have conducted or sponsored. Specific suggestions for other types of programs were brought out in another part of the checklist. These suggestions included (1) administrated by the staff, (2) make staff aware of specific disadvantagements, and (3) outsiders experienced with disadvantaged should come into the school.

If the reader has an interest in initiating a training program for his staff, the researcher has two major suggestions. First, do not use the word disadvantaged. It is suspect; regardless of the intentions of the word, you will start a lengthy discussion on who is and who is not disadvantaged or why funding for them is good or bad. Instead, describe the purpose of your meetings to be to work on teaching those with individual or special problems. Secondly, do not claim to be training the staff. Teachers, especially feel that they have been well-trained and resent an administrator, counselor, or another teacher involved in training or retraining them. Consider bringing an outsider in and call it a program; this may avoid some negative feelings. Conversely, several positive opinions may be first reactions to an outsider and will eliminate having to change attitudes about working with disadvantaged people.

Reactions to the Guide

As noted in Chapter II, summer school students on the campus of Stout State University were asked to review and react to the Guide. Two classes were selected, one in a graduate course correlating closely to the guidance field and the second in a graduate course in the industrial education field. The purpose of selecting two kinds of courses was to add breadth to the study in the comments that were made. The researcher was also looking for any variation in attitude toward the instrument that might come from educators with varied interests. As is shown below, it is very difficult, if not impossible, to determine any differences in the responses made by each group.

Appendix F contains a copy of the rating sheet that was used in responding to the guide. Items 1-3 were recorded based on the number of sections in the actual number of the sections that were read through by each individual participating. Items 4-6 were set up so that the person reviewing the guide would react either strongly agree (SA), agree (A), undecided (U), disagree (D), or strongly disagree (SD). Finally, items 7 and 8 provided for responses of E--excellent, G--good, U--undecided, P--poor, or W--worthless to the guide. In the summer school sample, participants number 1-11 were enrolled in the guidance course, while participants 12-39 were enrolled in the industrial education course. The only area that brings forth any difference in response is the comment section of the instrument. In this area, the people enrolled in the guidance program did not have one negative comment to bring forth about the instrument. There were, of the 11 responders, 3 who responded in a neutral manner. Two of these people made no comment and the third said that he was only teaching an adult evening course and that it was very difficult to comment on this kind of instrument. The other 8 responders came forth with very favorable comments about the instrument.

Looking at the forms completed by the 28 responders in the industrial education class, it is found that 9 of the 28 responded with positive comments. The remaining 15 individuals responded in what the researcher considered to be a neutral manner. The neutral comments include 9 people who did not comment. In reviewing their response sheets it is found that a number of favorable comments were made to items one through eight.

So while at first glance it appeared that people were not interested enough to make comments, the second look brought forth the idea that much time and effort had already been put forth in reading the study and listing comments prior to the time they encountered the comments section. The responses and comments of the graduate students were very helpful. They pointed out small mechanical errors which were noted later but generally speaking came forth with responses that at that point gave the researcher the impression that this was a beneficial tool for improving education for the disadvantaged in post high school vocational programs. One student suggested that this would be good for individual teachers and good to promote discussion by faculty committees and departments. He felt that disadvantaged students definitely need intensive individual and group counseling. Since the guide is concerned with the social as well as the vocational aspects of training, the responder thought that this is a very worthwhile study and could be useful to all faculty and professional people concerned with helping the disadvantaged. Another person responding said that this should be very helpful since there is not much material a person can gather on working with the disadvantaged. One responder suggested that it could be used for in-service for teachers and administrators. Another responder suggested that it would be a good orientation for all vocational instructors. A high school teacher found the guide very informative. The individual teaches a capstone course and hoped that the instrument would be made available to all high school guidance, post-high school guidance counselors. He also wanted a copy for his boss.

One instructor believed that a study such as this could be used to the teacher's advantage if he found that his responses were different from those in the study. He can then improve his performance. One person suggested that the instrument be circulated to all districts. Another responder said that hopefully he would be able to make use of this information in the coming school year. Still another person suggested that the guide could be a useful tool for people who are just starting to work with the disadvantaged, especially where slotting is becoming very popular.

Finally, the researcher will report on several responders who were asked to look at the instrument even though they were not part of the original study or in one of the summer school classes. The majority of these responders were enrolled in classes through Stout's extension at Western Wisconsin Technical Institute. The researcher had to ask the question: Does it matter what context people responding to a study such as this have before they begin critical review? The summer school group in total responded negatively to only three items. It will be reported in more detail later, but the people participating in the study responded most negatively or provided the most criticism of the study. This group of outsiders, who it is assumed were given the objectives and ideas of the study prior to looking through it and responding, did not report one negative comment on items one through eight. There were a few negative comments which followed in the appropriate comment section of the response sheet. And again, it can be summarized that most negative comments came from those who indicated that they did not read through at least one-half of the instrument.

The Vocational Educators That Were Interviewed

In review, twenty-six people were interviewed as part of the study in the spring of 1971. Of the twenty-six, thirteen reviewed the instrument that was sent out and then followed up by sending in the response sheet. Of these thirteen people, eleven read the instrument in total while one person read five of the nine sections, and another person read one section. The researcher would have certainly desired better response to this, but realized that the size of the instrument was a factor that lead to several people's not taking time to look at it. The marking of responses in this particular case was not a big thing. Seven people of the thirteen marked responses in all sections, while one person marked six sections, another four, and still another two sections, while one person did not mark any. In regards to Point No. 3, What Sections Apply Best to the Position, the response was very good with all people but two marking at least two, and in most cases many more, sections.

In the more judgmental area, questions, 4, 5 and 6, on the response sheet, the comments were very positive. In fact, of thirty-nine possible responses, only nine were disagreeable, one was undecided. The rest were either agreeable, strongly agree, or nothing was marked at all. Point No. 5 bears elaboration in that most people disagreed or did not respond to it in a favorable way of the three items here. It seems that the guide was not as easy to use as the researcher would have hoped. There was some confusion, evidently, in having the checklist as well as the materials section, and these people were very adamant in bringing forth comments to this affect later. Possibly some of the problem was that the researcher suggested, in fact, that different ways be used according to the educators needs. This might have made for built-in confusion.

In Items 7 and 8, where the impression was asked of the guide, here in twenty-six items where the range was from excellent to worthless, two responded excellent, sixteen were good, one was undecided, one poor, none said worthless, and five people left blanks. The responses in these last two items were positive, and the researcher again has to note that where positive responses were made, primarily the people had read through the entire checklist, had marked responses in most cases, and had no doubt taken some time in studying the materials as they reminisced about out interview last spring. The other thirteen people that did not respond may not have done so for various reasons. One has already been mentioned--that being the pamphlet was quite thick, and some busy people don't tend to take time to read through things like this. Had the individuals read the introductory materials clearly, they might have seen that the researcher was not asking for a total study of the materials, but rather was asking the educators to look at sections that might apply best to them. However, it is felt that if 50 percent of the people might see something like this, would pick it up, and look through it at varying lengths, that vocational education for the disadvantaged could certainly be improved. Thus, this kind of response is not felt to be negative.

This concludes the summary of responses to the guide rating sheet, and the researcher has to look to the various situations in which the guide was reviewed and critiqued. No. 1, by two groups of summer school students who met the researcher and were able to ask questions after reviewing and then responded on the reading sheet. No. 2, as a very small group of educators in a graduate class situation during the school year, were able to question a professor and then review and critique. Finally, No. 3, actually the first people that were contacted, but the last to review and critique, the people that were interviewed in the spring of 1971. Certainly each of these groups have added a different flavor to the responses. The personality and presentation has been changed each time the guide was presented, simply because it was done by the researcher, once by a professor, and once through the mail. The responses were quite favorable as we look through the various responses in Appendix I.

Summary of Activities Related to Objectives

Previous pages in this chapter have presented findings from the interviews with VTAE staff members, students, and dropouts. These materials are directly related to the objectives of the study listed in Chapter I. At this point, however, each objective will be listed, followed by a short discussion of the outcome of that objective.

Objective 1 - To define, on the basis of a review of literature, the characteristics of a good metals program for the disadvantaged post-secondary vocational-technical student.

Much reading and interaction with the researcher's graduate committee was done in order to come up with what was believed to be a concept of program, as well as specific parameters and dimensions of an effective metals program for the study. It was not difficult to find a definition of disadvantaged because one had been developed by the WBVTAE and was listed in the State Five-Year Plan for Vocational education. Even so, this definition did not prove to be in common understanding when discussing it with people who participated in the study. (See Chapter I.)

These characteristics, or as they were later termed, the concepts of a good metals program and parameters and dimensions for disadvantaged post-secondary vocational-technical students, have been mentioned prior to this and can be found in Appendix C of the report.

Objective 2 - To determine the number of disadvantaged in present programs.

Objective 3 - To determine the number of disadvantaged who graduated.

Objective 4 - To determine the number of disadvantaged who dropped out.

These three objectives were considered at one time. Following the interviewing, a form was drawn up and mailed out to each of the four schools so that someone, usually a Student Services employee, might go to the files and determine the number of people in each of the three areas. Prior to the mailing, the researcher called the Student Services Division of each participating school and discussed specifics of the data needed. Unfortunately, there were some problems in obtaining a complete set of data.

Secondly, some of the information requested was not available in June, 1971. Follow-up studies are generally done in the fall. The number of disadvantaged people who graduated from various programs is an example of figures that were not available at that time. Thus, it was not possible to acquire sufficient data to attain these objectives.

Objective 5 - To determine the value of the Vocational School training as judged by the disadvantaged people.

A. The graduates
B. The dropouts

First of all, clarification must be made on point A, the graduate. The interviewing was done in the spring of the year so that the people that were interviewed in the study at that time were not yet graduates. They were prospective graduates, and as far as the researcher knows, all did graduate. Item 37 on the questionnaire that was used for the disadvantaged student read: "Are the courses you are taking related to things you like?" One hundred percent of the disadvantaged students said either a "Strong Yes" or a "Yes", when they responded to the question. Such a response lead the researcher, who was an outsider to that educational system, to believe that many things were being done correctly for the disadvantaged students in the study.

Dropouts were asked to determine the value of the vocational school training they had received. Disadvantaged dropouts were asked, "Do you feel you got enough help from teachers and staff?" Responses went like this: Three - "Strong Yes", One - "Undecided", and One - "Strong No". The dropouts generally were not real positive about the training that they had received, which leads to some question as to the effectiveness of the programs for these disadvantaged students. It is also realized that the effectiveness of the program is not the only possible cause of dissatisfaction. Much margin can be found in the student's original decision to attend school and to become involved in a particular program. However, it appeared from the comments of the dropouts in this study that improvements or changes were needed.

Objective 6 - To determine what the disadvantaged are doing on the job.

A. The graduates
B. The dropouts

Objective 7 - Contrast the information obtained in 5 and 6 with statistics for the non-disadvantaged.

Such sparce information was available from the participating schools that no specific comparison could be made. Better student records will have to be established before an objective of this type can be met.

Objective 8 - Compare the achievement of disadvantaged and non-disadvantaged controlling for ability.

This objective was not pursued after the information available for use was reviewed. More complete student records are needed to attain this objective.

Objective 9 - To revise the original set of characteristics of a good program on the basis of input received from vocational-technical staff members and disadvantaged students and further readings and consulting at the State and University levels.

Research and consulting were used as the basis for writing the characteristics, the definition, and the parameters and dimensions of a good program. When the researcher wrote the proposal, it was assumed that various suggestions and revisions would be identified by the students and staff members interviewed. However, many of the staff that were interviewed either went along with the research that had been done up until that point, or had very little knowledge in the area of working with disadvantaged students. Student and dropout input was not significantly different from the original program specifications, so these background documents were not revised. Disadvantaged students and dropouts opinions and ideas were, however, brought into the later materials that were written.

Objective 10 - To develop a workable modification procedure for metals program with disadvantaged students enrolled.

A. To develop an instrument that could be used by appropriate vocational-technical personnel to determine the effectiveness of their metals program.
B. To develop self-instructional materials keyed to the instrument based on Step A.

Objective 10 has been explained prior to this in the report. Letter A in this objective refers to the checklist found in Appendix The self-instructional materials referred to under Letter B pertain to the materials that explain many of the findings of the study. It is important to note that the overall intent of the instrument, which includes a checklist and the self-instructional materials, was to present an educator with a workable modification procedure for whatever area of work for which the educator might have concern. The original objective referred to metals programs, but because of situations that came up and many individuals interviewed were not directly related to metals or trade and industry, the study was generalized so that the modification procedure might be workable for areas other than metals programs. Objective 10, it was believed, provided the greatest amount of material for other educators to gather from the study. Certainly the greatest amount of time was spent in developing this "Guide for the Improvement of Instruction for Disadvantaged Students in Post-High School Vocational Education." The researcher was, through piloting, made aware of several of the shortcomings of the guide, but feels that much can be learned by an educator who is interested in improvements in working with the disadvantaged.

Objective 11 - To orient appropriate vocational-technical personnel to the procedure.

The two groups involved in the summer session tryout on Stout's campus were given preliminary instructions and an explanation of the guide. They asked several questions about the project and the layout of the materials. Because of the questions that were asked and the points that were raised during the summer session when piloting, an additional explanation sheet was attached to the cover letter rating sheet and overall guide mailed to the educators who had earlier participated in the study.

As the guide was developed, the researcher moved from a structured approach to a more unstructured "use it any way you can so that instruction for disadvantaged people might be improved" approach. It was believed that educators would be more receptive to a packet of materials as large as this if they felt they could use it as they saw fit. Orientation to the guide was in the form of explanatory notes and a letter that was accompanied by the instrument. (See Appendix F for these materials.) Reactions to the guide were discussed in the previous sections of this chapter.

Objective 12 - To provide for follow-up studies after one, two, and three years to determine whether the instrument and changes had an effect on the success of disadvantaged students in the four metals programs.

The data collected in this study can be used as a baseline in reassessing the programs and provisions for the disadvantaged in the four schools in the study.

Summary of Data Related to the Hypotheses

Hypothesis 1 - A greater percentage of disadvantaged students will stay in vocational-technical school programs if instruction is closely related with job placement.

Because emphasis in the study went from determining facts about various programs in the four districts being worked with, to the development of a workable modification procedure, such as the guide that was developed, the information collected in relation to this hypothesis was not complete. Job placement items were included in each of the three interviews that were developed (the interview for the dropouts, the students, and the staff). The researcher will report briefly here on the responses to these items from the students and dropouts who were interviewed.

Table 18

Students' Reports of Job Information Presented in School

QUESTION	DISADVANTAGED DROPOUTS					DISADVANTAGED STUDENTS				
	Yes+	Yes	0	No	No-	Yes+	Yes	0	No	No-
Did your technical teachers discuss ways to get a job during class?	3	0	2	0	0	16	0	1	0	0
Did someone else in the school discuss jobs?	3	1	1	0	0	12	1	4	0	0

These responses show considerable positive feelings as expressed by the disadvantaged. Comments by the disadvantaged dropouts were also positive. Thus, this did not appear to be a major factor in the decision to dropout of school for the dropouts interviewed.

Hypothesis 2 - A greater percentage of disadvantaged students will stay in vocational-technical programs if job placement is emphasized at the outset of the program, during the program, and at the time the student terminates his schooling.

The data reported in Table 18 also related to this hypothesis. In addition, each student was asked whether he had any in-depth contacts with a vocational school staff member prior to enrolling.

Table 19

Contacts With Vocational School Prior to Enrolling

QUESTION	DISADVANTAGED DROPOUTS					DISADVANTAGED STUDENTS				
	Yes+	Yes	0	No	No-	Yes+	Yes	0	No	No-
Did you talk to someone from the vocational school on a real personal basis before you signed up for school?	2	0	1	1	1	7	1	3	1	5

The number of "No" responses leaves some room for a question on how majors were selected and how realistic these were for these disadvantaged students. As a result, the emphasis on jobs and job opportunities noted in Table 18 may not have as much impact as it might.

Hypothesis 3 - Provisions for remedial instruction will cause more disadvantaged students to stay in the program and acquire more skills.

Table 20 below gives the results of the interviews. Both the dropouts and the disadvantaged students in school reported that they received help when needed. Thus, this did not appear to be a factor in dropping out of school for those interviewed.

Table 20

Availability of Special Help

QUESTION	DISADVANTAGED DROPOUTS					DISADVANTAGED STUDENTS				
	Yes+	Yes	0	No	No-	Yes+	Yes	0	No	No-
Did you receive special help from the teacher when you needed it?	3	1	0	1	0	12	5	0	0	0

Most students were getting needed help according to these responses.

Hypothesis 4 - Provisions for warm human relationships will cause more disadvantaged students to stay in the program and acquire more skills.

Because of the very nature of many disadvantaged people, school buildings, school authority figures, and classrooms probably cause them to be disinterested. Several questions were included in the instruments that reflect this warm human relationship idea, from the counselor, the teachers, as well as the general contact made by recruiting personnel. The item below reports the opinions which were closely related to personal relationships with the disadvantaged students.

Table 21

Depth of Relationships Established Between Disadvantaged Students and Staff

QUESTION	DISADVANTAGED DROPOUTS					DISADVANTAGED STUDENTS				
	Yes+	Yes	0	No	No-	Yes+	Yes	0	No	No-
While you were in vocational school, did you feel that you had someone you could talk to about any problems that you had?	1	2	0	0	2	12	2	0	0	2

Although most of the disadvantaged responded positively, there were enough negative responses in these small numbers to suggest that educators should look more closely at their relationships with these students. There was a tendency for the dropouts to give more negative responses. Of the hypotheses investigated, this appeared to provide the most relevant factor to remaining in school.

Conclusions

After collecting, analyzing and reporting the data for this study, the researcher has developed the following conclusions.

1. The characteristics of a good program developed to guide this study and reproduced in Appendix C can be useful to educators who are working with the disadvantaged. The characteristics in the program were originally determined from a review of literature and were then verified through the researchers' contacts and interviews with the vocational-technical school staff members, disadvantaged students and dropouts.

2. Based on the problems encountered in identifying disadvantaged students in the schools emcompassed in this study, it was concluded that there is a need for better records related to the disadvantagements that students have.

3. From the discussions and interviews with disadvantaged students and dropouts, it appeared that the student's perception that he is receving consideration from other students and staff in the school setting is a very important element in determining whether he will be satisfied with his program.

4. Vocational-technical schools that work with disadvantaged students must be careful that their programs do not become too academic for these students. In several instances, the disadvantaged people, or the disadvantagements noted by the staff members interviewed, did not relate to a lack of intelligence. In other words, the students had the capability to learn. The disadvantagements tended to be more in the social realm and would require special assistance from the vocational-technical school staff to help these students adjust to the social climate of the school.

5. The value of vocational training, judged by the disadvantaged students, as well as the dropouts, is generally found to be quite high.

6. Based on the reactions of a number of vocational educators, it was concluded that the guide and correlated materials developed in this study are of value to vocational educators. Some of the reviewers suggested that the instrument was too long to use in its entirety. However, the sub-sections in the instrument allow its use for specific aspects of a program. Thus, an educator would not have to use it in its entirety to gain benefits from it.

Recommendations

As noted throughout the report, the researcher encountered a number of problems and suggestions from those contacted in the study that suggest the need for additional research on programs and services that need to be provided for the disadvantaged students in vocational-technical education programs. The following recommendations for use of the materials developed in this study, and for additional research are based on the information collected in the study and suggestions made to the researcher. No doubt this list is not exhaustive of the possible studies that could be conducted.

This researcher recommends that in regard to this study, educators might look at it as an overview of the work that is being done for disadvantaged students in these four vocational districts. It is realized that much more could be happening in other districts in the State of Wisconsin, as well as in other states. It is realized, also, that the sampling done in the study, is not strictly a random sampling, but rather a sampling based on the interest shown by districts. This leads the researcher to believe that interest be used as a premise for using the instrument. Therefore, the use of the instrument must be thought of in terms of general application to systems that might seek improvement.

The researcher would hope that educators who do make use of the instrument are aware that many of the points made are not outstanding or innovative, but are rather a synthesis of ideas that many educators have known for years in general terms now related to a unique population of people, that being the disadvantaged. The interest that was shown by various educators about the instrument spurred this researcher on to making the instrument more extensive than was initially planned. Many educators simply were not aware of where they might begin in improving instruction for disadvantaged people.

It appeared that a great deal of study, literally years of study, is going to be necessary in order that instruction and other educational services might effectively look at the offerings to students and specifically offerings to disadvantaged people. It would appear that if one looked at the vocational programs from the standpoint of people who have possibilities for self-improvements and then consider their specific disadvantagements or problems, vocational educators can better build programs to meet individual needs and provide for the best training possible. Research should be initiated to investigate and develop improved techniques for meeting individual needs.

It appeared that one of the most logical solutions to helping disadvantaged people through vocational education is to provide numerous short term programs. This concept has been brought to the researchers attention even more extensively since his work has begun at one of the vocational districts. This was thought to be a possibility in research that was done in the spring of 1971, but now appears even more necessary. If more programs can be developed with the primary objective of getting people into the world of work quickly, with a minimum level of skill, but enough skill to be beneficial to them on a job, they will be able to afford this schooling and will also be self-fulfilling in their attempts to operate functionally in society. Further research should be done on the length of programs.

Instructors in vocational education should take time to find out specific disadvantagements of people in their classrooms. If is the belief that it is the responsibility of the instructors in the school. If instructors can look upon a disadvantaged person as one who needs specific attention, without giving special help obvious to the other class members, students may be assisted or encouraged to stay in school and receive training for a job. Studies should be made to determine the type of information to provide to instructors and the skills they need to make effective use of it.

The comments in the previous paragraph also apply to the recruitment area, or the contact that is made prior to the time a student enrolls in school. Teacher, counselor, and administrator attitude toward disadvantaged people appears to be very important from the top of the hierarchy on down. A variety of approaches to this problem need to be studied.

One of the strongest recommendations that can be made on this in the area of working with the disadvantaged, would be for someone to consider and study from a very objective viewpoint, the overlap between disadvantaged programs being offered in various schools, as well as funding and agency work that is taking place outside the school system. There appears to be need for a study such as this to determine the scope of programs and the degree of their overlap. Also, this study might try to develop a procedure for coordinating the activities of various agencies involved in working with disadvantaged people. From the four schools worked with, it could be noted that each school had a unique situation with the agencies and students enrolled. Some agencies providing better services, others not being used at all. In another district the reverse might be true. Certainly a study such as this could be done in each school to determine what agencies are providing services and if these services are helping disadvantaged people.

There also seems to be need for further research in the development of special learning activities for the disadvantaged. As the researcher interviewed educators and asked about learning activities, many felt that different activities might be necessary, but no one could really elaborate on what these activities might be. Examples would be very different in classroom academic type classes as compared to laboratory or shop classes, but none of the educators seems to be familiar with special activities. The researcher could not provide suggestions for these educators, but can only see that learning activities might be more for today, provide more activity, and be directed toward less long range goals and more short term goals.

There is a need for more specific data so the disadvantagements of various types of people can be specifically identified. There is also need to study the procedures in recruitment policies of vocational-technical schools as they relate to disadvantaged people. Also, associated with this is the determination of the use of available data from other agencies in the recruitment activities in the vocational-technical schools. Finally, someone should, it appears, be looking at the degree to which other agencies are urgin students to attend vocational-technical schools. Another study could be done furthering the findings of this study to more specifically determine the primary services or activities that could make disadvantaged people more satisfied in vocational-technical schools.

There is also a need for more financial aids for disadvantaged students directed at the vocational school level. Some programs operate outside the vocational-technical framework and have money for students to stay in residence. The vocational-technical schools, as this researcher understands, do not have access to this money. Closely allied with this, it would appear that there is need for special emphasis on consumer education for disadvantaged people. In many instances, they spend their money inaffectively. Research needs to be undertaken in relation to these needs.

There seems to be a need to review the academic components of programs for the disadvantaged. There is a special need to study the remedial area, such as math and reading, and the type of learning activities that are most affective in these areas. There is need for a study to determine if the remedial requirements cause the disadvantaged students to stay away from training programs.

There is need for a study to determine the programs and instructional methods relevant to disadvantaged students.

There would appear to be need to develop individualized instruction for the disadvantaged in all areas of a program. The element of this individualized instruction would create a special problem since many of the disadvantaged have poor reading abilities.

There may be a need for courses for teachers of the disadvantaged, to help them diagnose problems in various areas. Actually, such a course might be helpful to all teachers. It might be entitled "diagnostic procedures in teaching." Certainly much research could be done in developing and piloting a course such as this.

There is need for each program to more closely survey the perceived needs of the students, especially the disadvantaged students in their programs. It would appear that other students also want their needs satisfied. The first step in doing this is to determine the exact dimensions of the need.

There is need for special or more effective placement for dropouts who may be from a disadvantaged environment or from a normal environment. In relation to this, these experiences would lead to better placement and be more relevant to these students.

The researcher is quite certain that this is only a beginning of the possibilities that await others who are interested in doing research to help disadvantaged people through improvement of instruction and other services in the vocational-technical schools. These recommendations, both recommendations that suggest use of this study and recommendations for further study, are made because they are seen as the primary areas where study might be useful. The implications of massive study in this area by many people, of course, is going to move everyone closer to helping this situation. One final recommendation that has no data to back it up, but one that the researcher feels is very important in a vocational-technical school setting as a disadvantaged person becomes a part of this, is that along with attending school, a disadvantaged person be encouraged to get involved in a work situation, preferably work-study at the school setting. This does not have to be a 15 hour week job, but rather can be a four or five hour week job. In addition to providing educational growth in the form of classroom, laboratory or shop, this kind of experience enhances a person's adjustment to an institution, and a process that everyone must learn if they are going to become employable.

It is recommended that additional studies be done within districts, rather than as this study was done by an outsider with four districts. An appropriate project director and consultant within a district can quickly know the contacts to make, can see places where improved record keeping can be done, and can move ahead faster than could be done in this study where recommendations were made, then action would have to be taken by someone else at the district level. These studies, however, should be coordinated so that the results can be compared and shared by a number of the districts.

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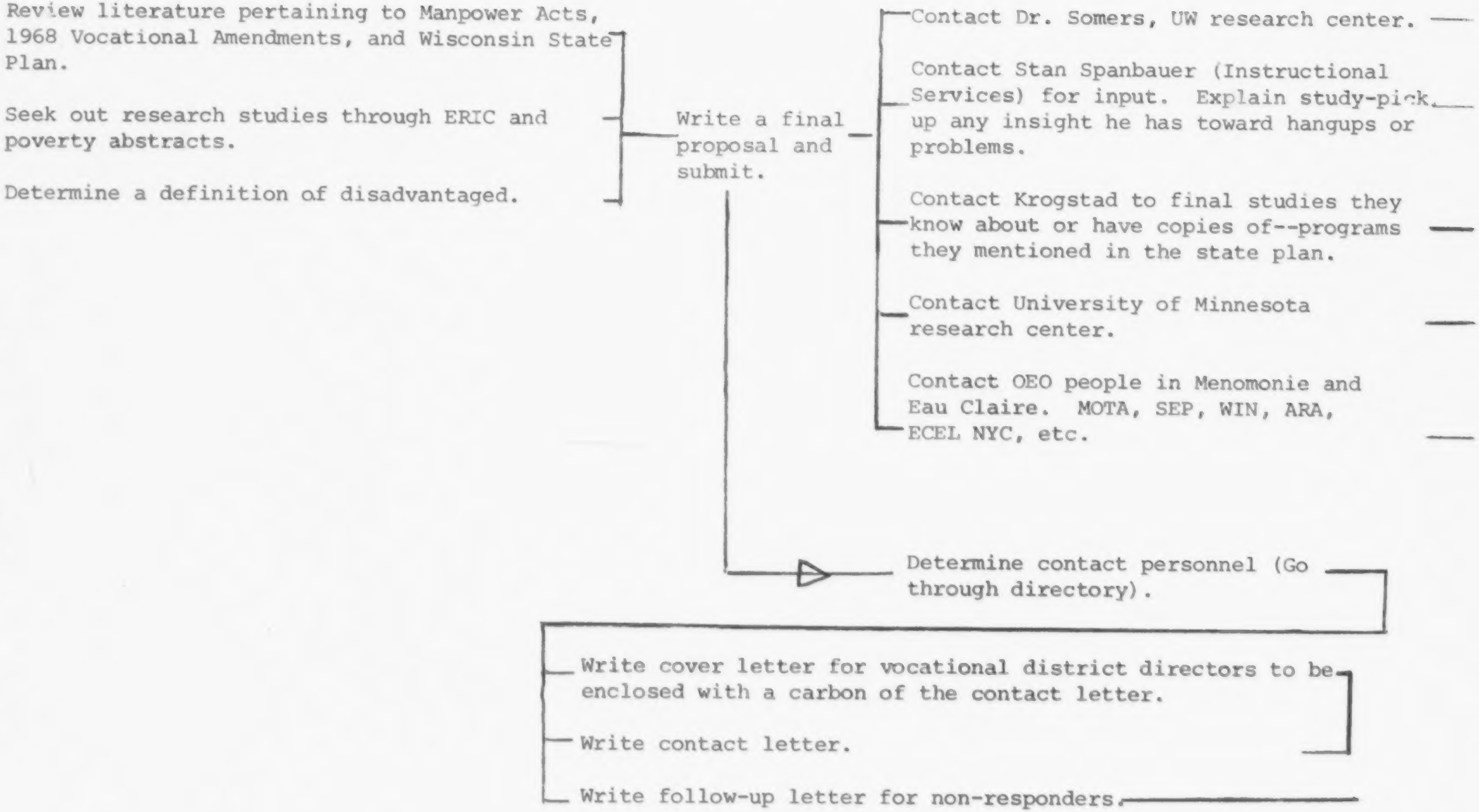
APPENDIX A

PERT Chart



Review literature pertaining to Manpower Acts, 1968 Vocational Amendments, and Wisconsin State Plan.

Seek out research studies through ERIC and poverty abstracts.

Determine a definition of disadvantaged.

Write a final proposal and submit.

Contact Dr. Somers, UW research center.

Contact Stan Spanbauer (Instructional Services) for input. Explain study-pick up any insight he has toward hangups or problems.

Contact Krogstad to final studies they know about or have copies of--programs they mentioned in the state plan.

Contact University of Minnesota research center.

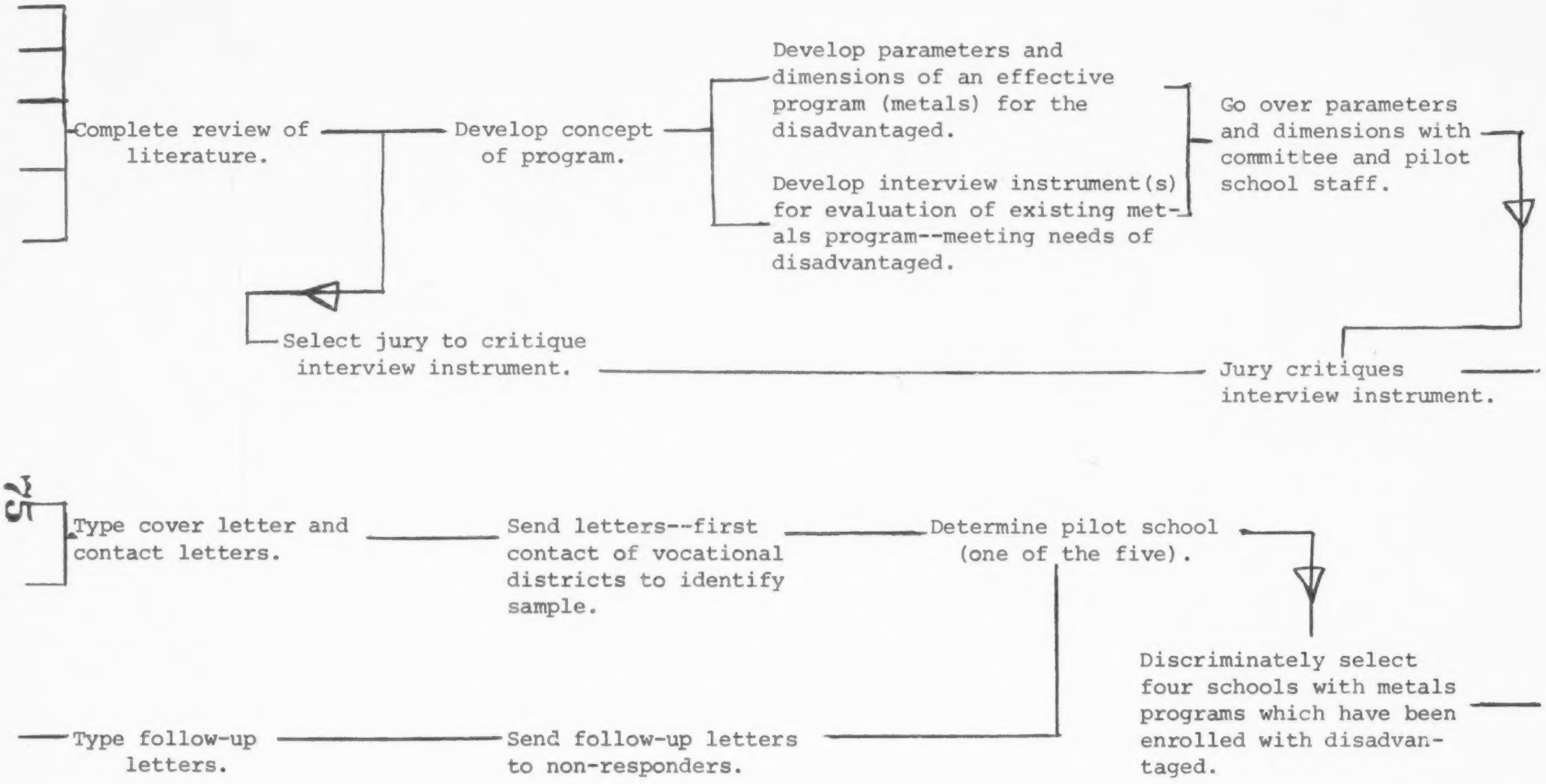
Contact OEO people in Menomonie and Eau Claire. MOTA, SEP, WIN, ARA, ECEL NYC, etc.

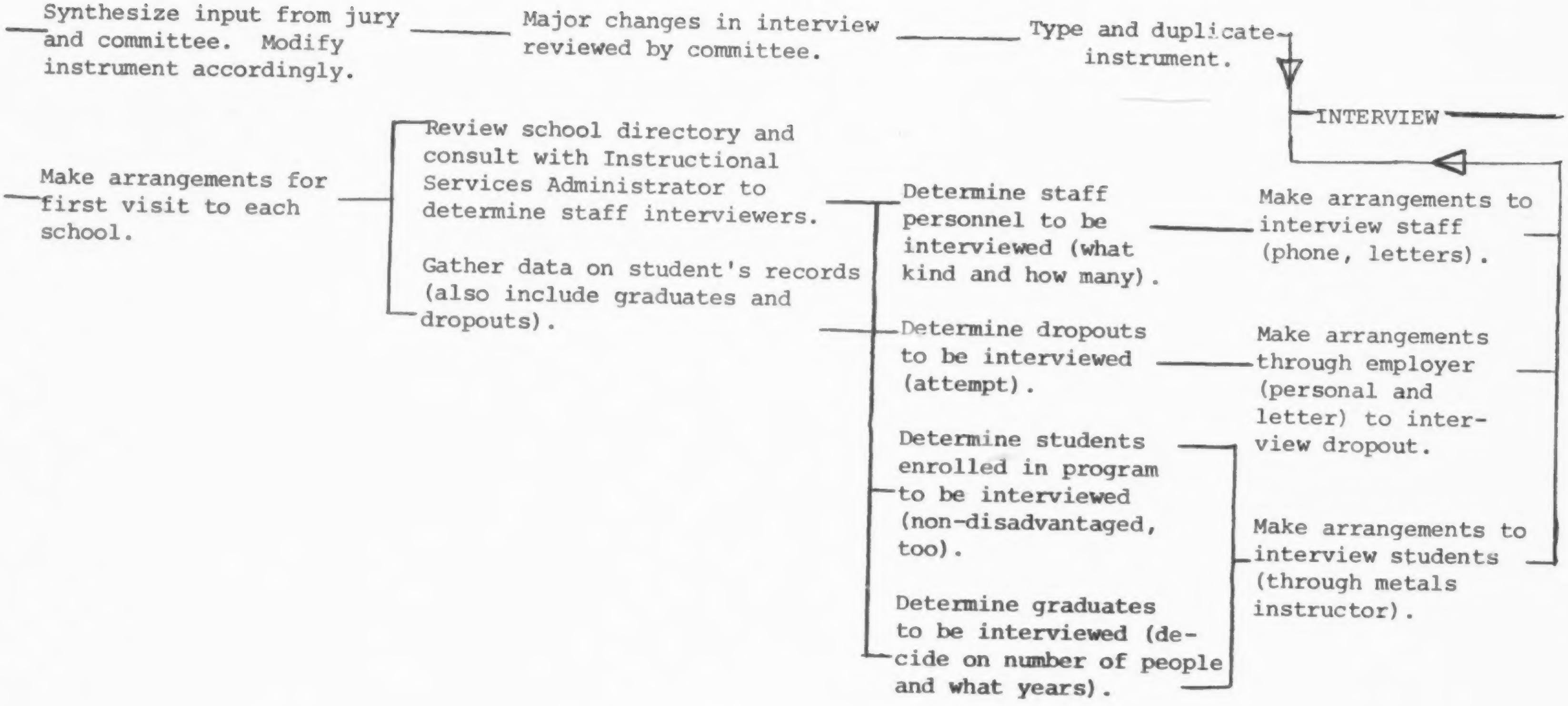
Determine contact personnel (Go through directory).

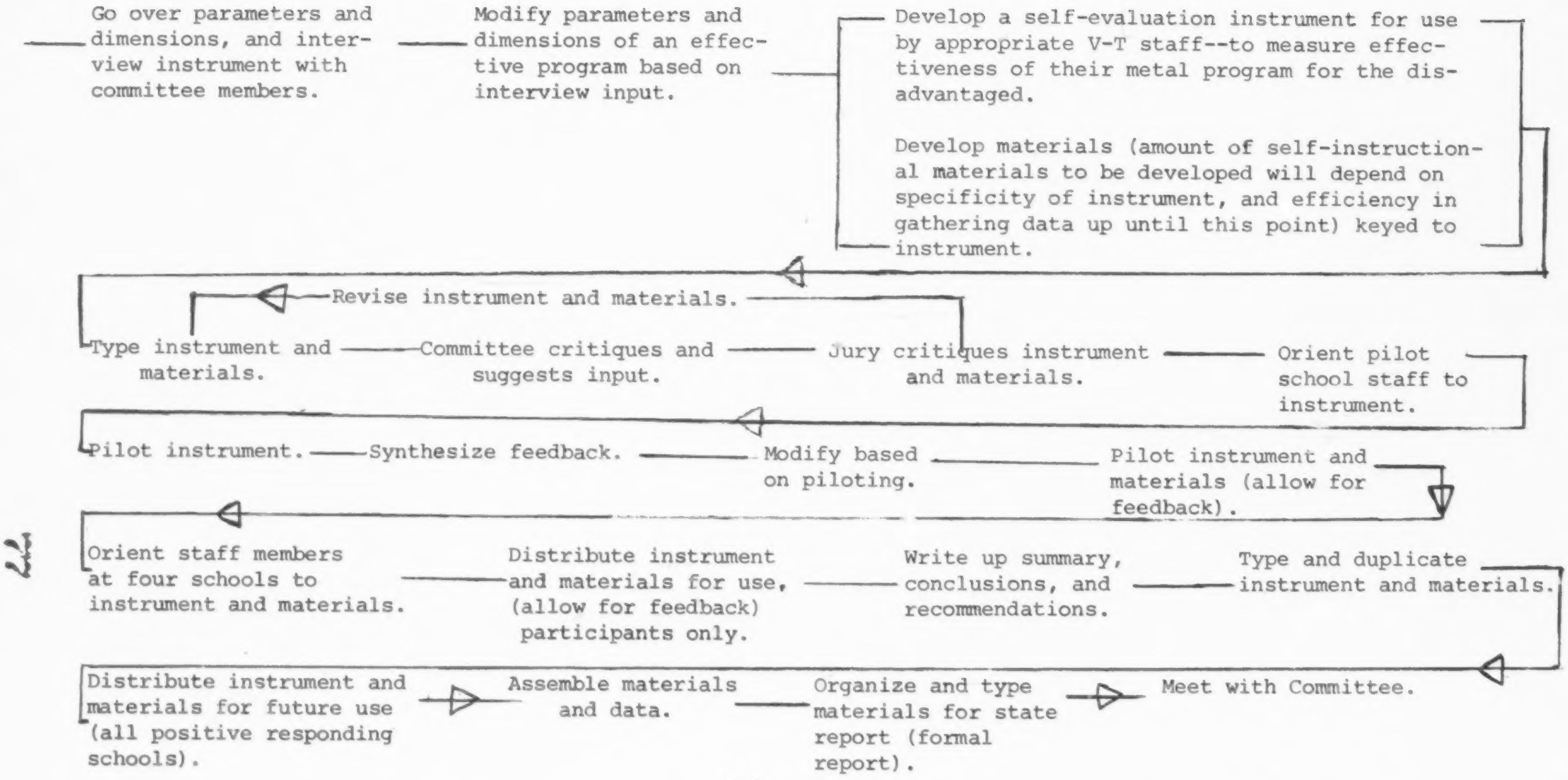
Write cover letter for vocational district directors to be enclosed with a carbon of the contact letter.

Write contact letter.

Write follow-up letter for non-responders.


Complete review of literature.
Develop concept of program.
Develop parameters and dimensions of an effective program (metals) for the disadvantaged.
Develop interview instrument(s) for evaluation of existing metals program--meeting needs of disadvantaged.
Go over parameters and dimensions with committee and pilot school staff.
Select jury to critique interview instrument.
Jury critiques interview instrument.
Type cover letter and contact letters.
Send letters--first contact of vocational districts to identify sample.
Determine pilot school (one of the five).
Discriminately select four schools with metals programs which have been enrolled with disadvantaged.
Type follow-up letters.
Send follow-up letters to non-responders.


Synthesize input from jury and committee. Modify instrument accordingly.
Major changes in interview reviewed by committee.
Type and duplicate instrument.
INTERVIEW
Make arrangements for first visit to each school.
Review school directory and consult with Instructional Services Administrator to determine staff interviewers.
Gather data on student's records (also include graduates and dropouts).
Determine staff personnel to be interviewed (what kind and how many).
Determine dropouts to be interviewed (attempt).
Determine students enrolled in program to be interviewed (non-disadvantaged, too).
Determine graduates to be interviewed (decide on number of people and what years).
Make arrangements to interview staff (phone, letters).
Make arrangements through employer (personal and letter) to interview dropout.
Make arrangements to interview students (through metals instructor).



Go over parameters and dimensions, and interview instrument with committee members.

Modify parameters and dimensions of an effective program based on interview input.

Develop a self-evaluation instrument for use by appropriate V-T staff--to measure effectiveness of their metal program for the disadvantaged.

Develop materials (amount of self-instructional materials to be developed will depend on specificity of instrument, and efficiency in gathering data up until this point) keyed to instrument.

Type instrument and materials.

Committee critiques and suggests input.

Jury critiques instrument and materials.

Revise instrument and materials.

Orient pilot school staff to instrument.

Pilot instrument.

Synthesize feedback.

Modify based on piloting.

Pilot instrument and materials (allow for feedback).

Orient staff members at four schools to instrument and materials.

Distribute instrument and materials for use, (allow for feedback) participants only.

Write up summary, conclusions, and recommendations.

Type and duplicate instrument and materials.

Distribute instrument and materials for future use (all positive responding schools).

Assemble materials and data.

Organize and type materials for state report (formal report).

Meet with Committee.

APPENDIX B

Concept of Program for this Study

The Concept of Program for This Study

The concept of "program" used in this study has evolved from the many studies reviewed and the personal contacts made by the researcher. A curriculum appropriate to a student who wishes to pursue an occupational field is an important part of this concept. Services and activities available to the student are also appropriate and can be considered part of a program. More specifically, the process involved in finding a vocational program as a person seeks out training for an occupation may be thought of as being made up of: 1) student awareness of the vocational school as a place for him to receive training, 2) deciding on appropriate courses and activities, 3) acquiring skills and knowledge needed for the job, 4) becoming involved in activities, and 5) finding a job. The school may, of course, play a role in all or few of these areas. In summary, the program covers from the point of encouraging students to enter, helping them to make decisions after they have enrolled, providing instruction and activities, and supplying information and people capable of helping students to find employment.

Technical education courses, general education courses, counseling, work-study jobs, on-the-job training supervised through the vocational school, clubs, and athletic programs are actual components of the vocational school program. The Trade and Industrial metals related programs, more specifically, include all of the above mentioned, but focus on such skill and knowledge areas as: welding, machine tool operation, foundry practices, and sheet metal fabrication. The emphasis is to help students to know somethings about the skills they are learning. The valuable worker can incorporate hows and whys and can many times move ahead of those working around him. The technical portion of the students' training strives to develop this competency. The content is many times taught in technical education courses, on-the-job training, and if possible, work-study jobs.

The in-class experiences that a student has can be a prime factor in the success of a program. The student must feel that his activities and general education assignments are worthwhile for the present and will carry over into the job he will get as a result of his training. The teacher must develop a comfortable climate, free for interaction, and must see to it that the learner enjoys occasional success. The teacher must be friendly, sincere, and synpathetic. He must encourage the learner to have confidence in his own ability.

Instructional settings, in addition to providing technical or general information or skills must help the slow learners develop rapport with those around him. Teachers must be available for private conferences to discuss school and personal matters when the student desires the contact. The student under stress from family discord or similar problems, must be given special attention, sometimes through teacher's initiative.

Many times special activities must be developed in order to meet the needs of the disadvantaged. Often teachers must then value effort as an independent factor in addition to the end result. Along with activities, often times an opportunity must be provided for the student to assess his needs, capacities, interests and competencies. This will help the student to know whether his decision to enter the vocational school, and more specifically the program within the vocational school, was a good one. If it is decided that the decision was not appropriate, help can be given so that the student can make program changes. If the decision was sound, job seeking and attainment methods must be provided to the student in an effort to give him the competencies needed to pursue a job on his own.

In addition to the courses, services, and activities that are usually thought of as a part of a program in a vocational school, recruitment activities are many times being considered as part of the program for the disadvantaged. This may just involve an extra effort to make sure that people with special needs find out about the vocational school offerings, or it may entail a more active seeking out and encouraging of disadvantaged students in order to stimulate them to enter existing programs.

Counseling especially designed for the disadvantaged student is also often included in a program and is being considered as a part of the program for this study. Individual guidance has many benefits and often must be done, but, of course, time is a paramount problem when using this method. Much can be done in group guidance sessions, according to some authorities, especially with the disadvantaged. In a group setting, it has been speculated that these people can get to know themselves, their capabilities, and how they fit into that group, as well as the place that they hold in the world. Counseling is an important part of the program and may span the pre-enrollment period through termination or graduation if necessary.

In summary, vocational education has as one of its primary objectives the developing of saleable skills and successful job placement. In order to meet this objective for the maximum number of disadvantaged people, services must be provided to inform and recruit, counsel and instruct, and determine competencies of students and provide for their placement.

APPENDIX C

Parameters and Dimensions of an Effective Metals Program for the Disadvantaged

Parameters and Dimensions of an Effective Metals Program for the Disadvantaged

I. Positive personal relationships within program.

   A. First contact of student with person associated with training.

      1. Method of contact.
         a. Recruitment
         b. Dissemination of information

      2. Place of contact
         a. Personal contact
         b. Manpower worker
         c. Operation Outreach

   B. Available money influence on entry into training.

      1. Government funding

      2. Private source
         a. Loans
         b. Savings
         c. Parents

   C. Possibility of part-time work affect on self-worth and incentive for attending school

   D. Counseling prior to, during training, and after leaving school

      1. Individual

      2. Group

      3. Vocational

      4. Personal

   E. Positive practices that can be used by all vocational personnel (counselors, teachers, and administrators) to promote a longer stay in school for disadvantaged students.

      1. Creating a learning climate where learners feel free to ask questions and exchange ideas.
         a. Avoiding placing youth in embarrassing situations that reveal poverty, living in a crowded apartment, having foster parents, etc.

- b. Respecting the opinions of students while their ideas may conflict with yours.
- c. Refraining from punishment that isolates a learner from a group
- d. Encouraging different view points so youths will not be afraid to think freely.
- e. Giving extra time to the individual who seems to want your attention
- f. Letting the student know that while you dislike some of his behavior, you are not rejecting him as an individual
- g. Understanding a youth's feeling of love or hate, jealousy, hurt, or despair.
- h. Refraining from punishing offenders while angry
- i. Providing opportunity for disagreement and discussion
- j. Giving particular attention to a learner under stress from family discord, a broken home, or change of school
- k. Chatting with individual students when you can
- l. Showing trust and confidence in good intentions of youth

2. Helping the slow learners develop rapport
    - a. Noticing or introducing a new student
    - b. Accepting behavior for what it is trying to achieve attention, affection, security, and the like
    - c. Saying a friendly "good morning" or "good afternoon"
    - d. Helping a new pupil get acquainted around school, and to learn new procedures.
    - e. Providing each student with positive recognition so that he may have satisfaction of peer acceptance.

3. Providing an opportunity for a youth to assess his needs, capacities, interests, and competencies.
    - a. Helping a student to assess his potentialities for an industrial and technological society
    - b. Helping students cope with fear-arousing situations or activities.
    - c. Helping a learner anticipate difficulties or failures.
    - d. Arranging for an immediate private conference when a youth has a problem
    - e. Talking things through with the student and suggesting alternatives for behavior rather than punishment.

4. Recognizing that youth from various socio-economic levels have different standards of right and wrong.
    a. Emphasizing the importance of the work being done by students.
    b. Helping youth realize that nobody is perfect and that everybody makes mistakes
    c. Encouraging all students to aim at the highest goal
    d. Recognizing that self-respect grows out of consideration shown a person by those who become important to him
    e. Being a sympathetic listener when a youth volunteers to tell you what disturbs him
    f. Reflecting to the learner that you are friendly, sympathetic, sincere, and concerned.
    g. Being one whom students trust with confidential information

F. Last contact or, contact made in regard to student's finding employment.

1. Allowances planned to help make the transition from school to the job.

2. What personnel are responsible to student if placement functions are to be performed.

3. What competencies are provided the student to become self-sufficient in finding employment.

G. Follow-Up after completion of program.

1. Difficulties encountered on job.

2. Additional learnings or experiences needed.

II. Techniques that are appropriate especially for the vocational school teacher which can help to promote a longer and more fruitful stay in school for the disadvantaged student.

A. Advocating activities that meet the needs of the slow and reluctant learner.

1. Re-evaluating classroom practices constantly to provide interest and variety in instruction.

2. Thinking through and directing daily assignments to the interests and abilities of students.

3. Creating opportunities for individual choice of projects.

4. Directing learners into activities that you believe will be challenging to them.

5. Teachers need to discover what those students who have been unsuccessful can do, what they like to do, and what they are capable of doing.

6. Group discussions of mutual problems. Emphasis on taking responsibility for self.

B. Establishing standards of workmanship in the shop that the students can meet.

   1. Setting different standards for various youths.

   2. Encouraging the learner to have confidence.

   3. Creating a setting that allows for the development of many talents.

C. Considering that the more closely the teacher directs study, the more effective it becomes with a slow or reluctant learner.

   1. Telling a slow or reluctant learner what to do and how to do it.

   2. Pointing out and stressing those things that a student needs to learn.

   3. Having a definite place for tools and materials in a shop or laboratory and then insisting that as items are used, that they be put back in their designated place.

   4. Planning the lessons ahead to insure that the necessary materials and equipment are available at the work station.

   5. Teaching students to accept responsibilities for their mistakes.

   6. Stressing importance of being present and punctual and being able to get things done on time.

   7. Making sure that students understand what they are to do in a classroom, shop, or laboratory.

   8. Circulating among students at their work stations to see that instructions are really understood.

D. Taking the position that positive attitudes and habits of work as being even more important than acquired knowledge

1. Rewarding effort as an independent factor as well as the end result.

2. Seeing to it that every learner enjoys occasional success.

3. Making the learners conscious of their progress.

4. Providing and using a personal data sheet.

5. Being positive and giving sincere praise to students.

6. Showing interest in activities and things that learners consider important.

III. Flexibility of Program

A. Remedial help available

1. Basic general education

2. Within school-teacher time
a. Technical teacher
b. General course teacher

B. Acceleration allowance

1. General

2. Technical

C. Length and concentration of training

1. Number of days, weeks, months, or years

2. Full time training, then work, (short course)

3. Part-time school; part-time work

4. "Tryout shops"

D. On-the-job training part-time work

1. Work-study that is occupational choice related

2. Work-study that is nonoccupational choice related

3. Cooperative work program

4. Supervision of work

APPENDIX D

Interview Questionnaires

Interview Questionnaire for the Dropout

Name____________________________Present Job______________Date__________

School attended__________________________School's Major__________________

Other jobs you've had since leaving______________________________________

Your answers to the following questions will help me look at the vocational program you were enrolled in not too long ago. I am studying this program because the teachers, counselors, and administrators want to see where to make improvements. They feel that your comments can be a big help as you probably have very definite feelings, some good, and some bad, about the schooling that you received.

1. How did you find out about the vocational program?
    - ____ high school counselor
    - ____ high school teacher
    - ____ vocational school staff member
    - ____ parent
    - ____ relative
    - ____ someone working in the field
    - ____ other___________________________

2. Where was your first contact with a vocational school person made?

3. Was this contact a good one? + Yes 0 No -

4. Did you talk to someone from the vocational school on a real personal basis before you signed up for school? + Yes 0 No -

5. If yes, what kinds of things did you talk about + Yes 0 No -

   Had you looked into MDTA funding at the State Employment Service? + Yes 0 No -

6. Did someone encourage you to attend vocational school? + Yes 0 No -

   Who?

D-1

7. Were you really sold on a program in the vocational school at that time? + Yes 0 No -

8. How did money influence your decision to go to school?

   Did you have some money saved? + Yes 0 No -

   Could your parents help you out financially? + Yes 0 No -

9. Did anyone in the vocational school try to help you find a part-time job? + Yes 0 No -

   If yes, did they first attempt to get you into a job related to your field of study?

10. If someone did try to help you find a part-time job, how did they go about it?

    Did you get a part-time job? How?

11. Do you find value in extra-curricular activities? + Yes 0 No -

    If you do, which ones are valuable to you?

    Do you participate? + Yes 0 No -

12. Were you aware of the job opportunities that you would have after finishing the program? + Yes 0 No -

    If yes, how did you get this information?

13. Do you think a session prior to the time when classes start would have been valuable to you in order to know some people and become familiar with the program you were entering? + Yes 0 No -

14. How can counseling help a vocational school student?
____ tell students what courses to take
____ find out information on jobs
____ help student solve personal or school problems
____ help student find a job
____ straighten student out if he gets in trouble
____ other, please specify below

15. Did you get together with other students and a counselor (in a group) to talk over problems while you were in school? + Yes 0 No -

16. While you were in vocational school, did you feel that you had someone you could talk to about any problems that you had? + Yes 0 No -

If yes, was this person a:
____student
____teacher
____counselor
____other______________

Explain, if necessary.

17. What can you do now that you couldn't do before you went to vocational school?

18. Were the courses you took related to things you liked? + Yes 0 No -

Explain problems and/or good things.

19. Did the teacher and students accept you as one of them? + Yes 0 No -

20. Did you feel comfortable in most class situations? + Yes 0 No -

21. Did you receive special help from the teacher when you needed it? + yes 0 No -

22. Do you feel you got enough help from the teachers and staff? + Yes 0 No -

If not, can you give examples of help you didn't get or wrong information that you received?

23. Were you ever embarrassed or did you feel left out in class situations? + Yes 0 No -

24. Did your teachers tell you when you had done something well? + Yes 0 No -

25. Did the technical teachers let you know that they really wanted to help you learn a skill so that you could get a good job? + Yes 0 No -

26. Do you think that the technical teachers understood you and your capabilities? + Yes 0 No -

27. What value did you find in courses other than metals? + Yes 0 No -

28. Do you think that the regular teachers (English, math, and others) understood you and your capabilities? + Yes 0 No -

29. Did the regular teachers let you know that they really wanted to help you learn, and that the material could relate to your technical field? + Yes 0 No -

29b. Did the instructors move too fast through lectures or demonstrations? + Yes 0 No -

30. Did your technical teachers discuss ways to get a job during classes? + Yes 0 No -

31. Did someone else in the school discuss jobs? + Yes 0 No -

If yes, who?

32. Please check all of the reasons you had for leaving vocational school:

____ home circumstances: specifically____________________________

____ marriage

____ found a job that was unrelated to the training I was getting in school

____ found a job where I could use the skills I had learned

____ failure of subjects in vocational school

____ didn't get along with other students

____ conflicts with certain teachers and/or counselors

____ lack of interest in program

____ lack of money

____ other:____

33. After, or while you were making your decision to leave vocational school, did you sit down and talk things over with anyone? + Yes 0 No -

Was this person a: ____student
____teacher
____counselor
____other________________________

Explain, if necessary.

34. Does the school help its dropouts find jobs? + Yes 0 No -

35. Did anyone ask you if you needed a full-time job after they knew you were leaving school? + Yes 0 No -

Explain what happened.

36. If you could have a say in making changes in the program you were enrolled in, what are things you think must be done?

37. Are you able to use the skills you learned in your job? + Yes 0 No -

38. What could be done to offer people better experience with vocational school? + Yes 0 No -

39. What things are you glad you experienced in vocational school (people you met, etc.)?

40. Open comment.

Interview Questionnaire for T & I Metals Related Students

Name____Date____________

Major____

Your answers to the following questions will help me to look at the vocational program that you are enrolled in. I am studying this program because the teachers, counselors, and administrators want to see where they might be able to make improvements. They feel that your comments can be a big help, as you probably have very definite feelings, some good, and some bad, about the schooling that you are receiving. You also have a different viewpoint than they do, which might bring to their attention some things that they weren't aware of. Please be honest.

1. How did you find out about the vocational school program?

   ____high school counselor
   ____relative or friend
   ____someone who is going here now
   ____someone who went here before
   ____someone who went to another vocational school
   ____someone who works in the field you are pursuing
   ____other, please specify____________________________

2. Where was the contact made?

3. Was your first contact with a vocational school person a good one? + Yes 0 No -

4. Did you talk to someone from the vocational school on a real personal basis before you signed up to attend? + Yes 0 No -

   If yes, what was the main thing you talked about?

5. Have you ever looked into a Manpower Training program through the State Employment Service? + Yes 0 No -

   If yes, what kind of service did you receive?

6. Did someone encourage you to attend vocational school? + Yes 0 No -

   If yes, who?

7. Were you really sold on a program in the vocational school at that time? + Yes 0 No -

8. How does money influence your being able to stay in school?

Did you have some money saved? + Yes 0 No -

Can your parents help you out? + Yes 0 No -

Did someone in the vocational school mention helping you find a part-time job? + Yes 0 No -

9. Did the vocational school first attempt to get you into a job related to your field of study? + Yes 0 No -

When?

10. While you were enrolling in the program you are now in, were you aware of the job opportunities that you would have after finishing the program? + Yes 0 No -

If yes, how did you get this information?

11. If someone did try to help you find a part-time job, who was it, and how did they go about it?

12. Did you get a part-time job? + Yes 0 No -

How

13. Do you find value in extra-curricular activities? + Yes 0 No -

If yes, which one(s) are valuable to you?

Did you participate? + Yes 0 No -

14. Are you aware of the job opportunities that you have in your field after you finish your program? + Yes 0 No -

If yes, how did you get this information?

15. Do you think that a session prior to the time when classes started would have been valuable to you in order to know some people and become familiar with the program you were entering? + Yes 0 No -

16. What can counseling provide for a vocational school student?

____ find out information on jobs
____ tell students what courses to take
____ help student solve personal or school problems
____ straighten student out, if he gets in trouble
____ other, please specify__________________

17. Do you ever get together with other students and a counselor (in a group) to talk over problems? + Yes 0 No -

18. Do you feel that you have someone you can talk to about any problems you have? + Yes 0 No -

If yes, was this person a:
____ student
____ teacher
____ counselor
____ other:______________

Explain, if necessary.

19. What can you do now, as a result of your training, that you couldn't do prior to training?

20. Are the courses you are taking related to things that you like? + Yes 0 No -

Explain problems and/or good things

21. Do most of the teachers and students accept you? + Yes 0 No -

22. Do you receive special help from most of your teachers willingly when you need it? + Yes 0 No -

23. Do you feel comfortable in most classroom situations? + Yes 0 No -

24. Do you feel that you get enough help from the teachers and staff? + Yes 0 No -

If not, can you give examples of help you didn't get or got wrong information?

25. Have you ever been embarrassed or felt left out in class situations? + Yes 0 No -

26. Do your teachers usually tell you when you have done something well? + Yes 0 No -

27. Do the technical teachers let you know that they really want to help you learn a skill so that you can get a good job? + Yes 0 No -

28. Do you think that the technical teachers understand you and your capabilities? + Yes 0 No -

29. What value do you find in courses other than metals?

30. Do you think that the classroom teachers (math, English, and others) understand you and your capabilities? + Yes 0 No -

31. Do your classroom teachers let you know that they really want to help you learn, and that the material can relate to your technical field? + Yes 0 No -

32. Do instructors move too fast through lectures or demonstrations? + Yes 0 No -

33. Do your technical teachers discuss ways to get a job during class time? + Yes 0 No -

34. Does someone else in school discuss getting a job (procedures and techniques)? + Yes 0 No -

If yes, who?

35. Does your school usually help its dropouts find jobs? + Yes 0 No -

36. Does someone in your vocational school make sure that the graduates obtain a full-time job? + Yes 0 No -

Explain, if necessary.

37. What things are you glad that you experienced in vocational school?

38. Where in your experience with vocational school, do you feel that you have received the least help?

39. What can be done to offer people similar to yourself a better experience in school?

40. If you could have a say in making changes in the program that you are enrolled in, what are things that you think must be done?

41. Please make comments on thoughts you have other than what is included in this survey.

Interview Questionnaire for Vocational School Personnel

Name____Title__________________

Number of years in school employment?

_____________Total

_____________in Vocational School

Number of years of industrial or related experience______________________

General description of background experience prior to this job, related to your position.

General description of your present duties.

What are some thoughts that come to your mind when the following question is asked? What do you like about the school setting you are now working within?

General Observations

Name_________________________________School_________________________

Does this person appear to feel that personnel working with students should?

_____ accept students as part of the group they are working with?

_____ generally embarrass a student to straighten him out?

_____ convey an interest in his subject matter?

_____ make the students feel comfortable in their contacts with them?

_____ tell the students that they come into contact with that they are doing well?

Other comments?

Personnel Questionnaire

Name__________________________________ School________________________

1. Do most personnel feel that it is within the scope of your institution to help disadvantaged people to become employable? + Yes 0 No -

2. Has your school provided in-service programs or meetings concerning working with the disadvantaged? + Yes 0 No -

   If yes, who ran the program?

   Was it worthwhile?

   If no, would you like to have something like this done? + Yes 0 No -

   How should it be done?

3. Do you send someone to the high schools to recruit students? + Yes 0 No -

4. Do you find that the T & I metals related programs must be sold to prospective students or that they sell on observable merits? + Yes 0 No -

5. How do most of your students find out about the T & I program in metals related areas?

6. Do you recruit disadvantaged students? + Yes 0 No -

7. What does your school do to encourage disadvantaged students to enroll?

8. Are you familiar with help that students might be able to receive under the Manpower Act? + Yes 0 No -

9. Is someone in your school in close communication with the Manpower agency workers? + Yes 0 No -

10. Do people in your school refer to the Manpower files on disadvantaged people? + Yes 0 No -

11. Is financial help the main reason that most disadvantaged students enroll and stay in school? + Yes 0 No -

12. Describe your impression of the Office of Economic Opportunity and its worth in reaching the disadvantaged, and helping them to become employable.

13. What is your opinion of Operation Outreach?

14. Does someone on the staff work with students in trying to find part-time jobs? + Yes 0 No -

If yes, how does this person go about finding work for students?

15. What value or contribution do you feel a part-time job has for a vocational school student?

16. When trying to find part-time jobs for your students, does someone first attempt to put them in a job related to their field of study? + Yes 0 No -

17. Does someone try to talk to a prospective student who shows some interest on a kind of personal basis prior to asking him to sign up? + Yes 0 No -

Please explain.

18. Should technical teachers, general education teachers, and counselors be in close contact concerning problems unique to their disadvantaged students? + Yes 0 No -

If you agree, is this only wishful thinking and impossible to actually do?

Please comment.

If you can see ways to proceed: How can this be done?

19. What can counseling provide for a vocational school student?
    ____ find out information on jobs
    ____ tell student what courses to take
    ____ help student solve personal or school problems
    ____ help student to find a job
    ____ straighten student out if he gets in trouble
    ____ other________________________________

20. Is counseling in your school a means of helping students to "find themselves?" + Yes 0 No -

21. How can teachers best relate to their students?

22. Is counseling used in an effort to help students to find out what their interests and attitudes are and then try to work toward them? + Yes 0 No -

23. Does someone on the staff bring students together to talk over problems? + Yes 0 No -

Please explain.

24. Are the disadvantaged students given special counseling? + Yes 0 No -

If yes what kind?

25. Does someone in the school talk to students about ways to get a job? + Yes 0 No -

26. What special effort do counselors make in helping the disadvantaged?

27. Are special efforts made to place your graduates in a job? + Yes 0 No -

If yes, whose responsibility is it to find jobs for the graduates?

28. Does your institution rely on the State Employment Service for finding jobs for your graduates? + Yes 0 No -

29. Is an effort made to help a dropout find work in consideration of the skills he has already learned? + Yes 0 No -

30. Do you feel that the T & I program in metals related fields is doing a good job in meeting the needs of most students? + Yes 0 No -

31. Do the classes that students must take in pursuing a program relate more to his needs or his likes?

32. What is the most common cause for people dropping out of school? (Rate the following).
____ failure and retardation in school
____ dislike of school
____ home circumstances
____ marriage
____ conflicts with teachers
____ feelings of rejection
____ lack of ability
____ lack of initiative

Please elaborate on any or all of the above.

33. Is it possible that the vocational school program in T & I metals might be too academic for many of the disadvantaged? + Yes 0 No -

34. Do you see a need for different kinds of activities for the disadvantaged student? + Yes 0 No -

If yes, what kinds?

35. Do you think that there is a need for a different type of curriculum for the disadvantaged student? + Yes 0 No -

If you agree, what must be done differently when planning course materials for a group of disadvantaged students?

36. Do you think a session prior to the time when classes start might help disadvantaged students to know some people and become familiar with the program they are entering? + Yes 0 No -

37. All students want their schooling to be relevant. Do disadvantaged students generally or specifically have different ways of gaging what is relevant? + Yes 0 No -

38. Do you feel that many times, because of student's lack of reading or mathematical skill, it is necessary to detain his technical training and spend time attaining these skills? + Yes 0 No -

39. Do you see the possibility for a closer relationship between the T & I metals instructors and the student than with the student and many other vocational school personnel? + Yes 0 No -

40. Can the disadvantaged student successfully become part of a class that is not directed toward his background or feelings? + Yes 0 No -

41. Do you make a conscious effort to inform each student about the job possibilities of the field of study which he has chosen? + Yes 0 No -

42. Can technical (welding, machine shop, etc.) teachers readily adapt their course material to disadvantaged students that may be put in their class? + Yes 0 No -

43. What special help do students who want it or need it get?

44. What difficulties do you feel that general education course teachers have in planning for the disadvantaged?

45. Do you think that the classroom teachers in your school (math, English, etc.) understand the disadvantaged student as much as they should? + Yes 0 No -

46. Do you feel that disadvantaged students can generalize what they have learned and transfer this to practical situations in the same ways that most students do? + Yes 0 No -

47. Do you feel that disadvantaged students find it harder to differentiate as they are learning? + Yes 0 No -

48. Can the disadvantaged be rewarded in the same ways as non-disadvantaged? + Yes 0 No -

49. Must instruction be paced differently for disadvantaged students? + Yes 0 No -

50. How can teachers best relate to their students?

51. What affect does the teachers' dress have on most students?

What is the affect specifically on disadvantaged students?

52. How important are extra-curricular activities in your school?

53. What can be done to offer people enrolled in the T & I metals related fields a better program and thus a more rewarding experience in school?

54. What are some of the unique problems that you face in trying to meet the needs of the disadvantaged?

55. Please make comments on thoughts that you have other than what is included in this survey.

APPENDIX E

Initial Contact Materials

March 4, 1971
RR 6 #21 Fletcher's
Menomonie, Wisconsin

Mr. Cecil W. Beede, District Director
District One Technical Institute
620 West Clairemont Avenue
Eau Claire, Wisconsin 54701

Dear Mr. Beede:

I am soliciting for your participation in a research project that is being funded through the State Board of Vocational and Adult Education, and supported by Stout State University. The study primarily involves the instructional services area. The intention of this letter is to inform you of the study and request that you encourage your staff to participate.

Currently I am a graduate student in Stout's Education Specialist degree program in Industrial and Vocational Education. I have, as do most educators, a keen interest in helping to improve instructional programs. The study, as explained in the enclosed letter, relates to vocational T. & I. programs related to metals and their effectiveness in meeting the needs of the disadvantaged.

As you will note, the original copy of the enclosed letter was sent to William Boyle. I am hopeful that you might foresee the possible implications of this study and will encourage a response in favor of your district's participation.

Thank you.

Sincerely,

Mark Strohbusch
Graduate Student in Ed.S. Program
Stout State University

MS:sg
Enclosure

March 4, 1971
RR 6 #21 Fletcher's
Menomonie, Wisconsin

Mr. William Boyle
Assistant Director Instructional Services
District One Technical Institute
620 West Clairemont Avenue
Eau Claire, Wisconsin 54701

Dear Mr. Boyle;

I am initiating a study to determine the factors related to the success of disadvantaged students in T. & I. programs in metals related areas in the vocational-technical schools in Wisconsin. The study is funded by a research grant through the State Board of Vocational and Adult Education. I am a graduate student working on the Education Specialist degree here at Stout this year and have taught for four years. In addition, I have the support of Stout State University and the assistance of professors Harold Halfin, Orville Nelson, and Dick Gebhart. An essential part of my project is the study of the success of disadvantaged students in selected T. & I. programs in metals related areas offered in the vocational-technical schools in Wisconsin. Thus, I need to know if your school would be interested in participating in this study.

Five schools will be selected from the list of those who indicate an interest in participating. Selection criteria generally will be based on the percentage and type of disadvantaged students in the program. An effort to include an adequate cross-section of urban and rural programs will also be made. Those schools not selected from the list will receive a copy of the report and materials developed in this study. I am also hopeful that some of the findings of the study will carry over to programs in addition to those in the metals area.

Committing your school to become involved in my study will involve your staff in the following activities:

1. One thiry-minute individual interview with each of the following: district director, trade and industrial coordinator, and director of student services.

2. The T. & I. teachers of metals related areas, at least one guidance person, the research and director, and the instructional services administrator would be involved in about two hours interviewing and coordinating activities.

3. Provide data from your records for graduates, dropouts, and students enrolled in T. & I. programs, metals areas.

4. Your help in setting up thirty minute interviews with selected students in the program.

5. Help in locating graduates and dropouts and making key contacts if necessary so that I might meet and interview them on the job.

Participation in this study will provide an opportunity for your school to contribute to the development of more effective programs for the disadvantaged. In addition I will:

1. Gather materials on programs for the disadvantaged throughout the country.

2. Determine some key methods and/or techniques that are working in getting disadvantaged into programs, allowing them to stay longer and find a job, or provide them with the desire to complete the program and then find a job.

3. Draw up a self-evaluation instrument for your staff to use as they see fit.

4. Develop a procedure, keyed to the instrument, for improvement on any or all of the points on the instrument.

5. Provide follow-up data on the students and former students in your metals programs.

Federal and State funding programs are encouraging programs for the disadvantaged. Effective development of programs for these students requires the best use of our present experiences and knowledge. In addition, schools who have evaluated the success of disadvantaged students in their programs will have a sound basis for implementing new programs for these students.

I thank you for your time in reading this letter. If you indicate a willingness to participate, I will contact you in regard to the selection of the participating districts.

Please respond on the enclosed form.

Sincerely,

Mark Strohbusch
Graduate Student in Ed. S. Program
Stout State University

MS:sg
Enclosures
cc Cecil W. Beede

Dear Mark,

I have received your letter pertaining to the study on the disadvantaged students. This is how the staff and I feel about it:

YES DEFINITELY - we want to become involved

Yes - we'll help out if you are in need of participants

No - we just can't see where this will help out school

NO DEFINITELY - we don't want to become involved

Other: ____________________

If you responded "Yes" above, please note the following.
The definition of disadvantaged be referred to in the study is the one found in the 1970-75 State Five Year Plan - page 19.

Please relate the following information.

___% ? No.-___ Approximate % and/or number of disadvantaged in T & I metals related areas.

What classification(s) of minority groups or other unique characteristics of disadvantaged students are in the program?

Comments:

Signed: ____________________ Title: ____________________

APPENDIX F

Introductory Materials, Rating Sheet, and Guide for Reviewing Post High School Vocational Programs as they Apply to Disadvantaged Students

Dear Colleague:

Here is the "Guide for Reviewing Post High School Vocational Programs as They Apply to Disadvantaged Students" that I mentioned during our meeting this spring. This instrument is based on the items we discussed in the interview. These questions were discussed with "disadvantaged" students in school and withdrawals, as well as with "typical" students in school. Based on your responses and those of the others contacted, critical dimensions for a program for the disadvantaged were summarized. Items identified as important by all were naturally considered as critical dimensions. If there was a wide range of responses on a given item, it was left in the instrument for your consideration and interpretation. Also, certain items have been included in this instrument because at least one study has indicated that they were critical dimensions.

Note that the instrument is divided into sections:

1. Informing people and recruiting students
2. Program orientation and selection
3. Pre or in-school counseling
4. Instruction
5. General course instruction
6. Technical course instruction
7. Student activites
8. Placement
9. In-service Training for Vocational School Personnel

I certainly realize that your time is short and you may not be able to look through the whole packet. Will you, however, look through the section or sections that relate closest to your job and mark the appropriate responses. You will note as you go through any or all of the instrument that a page number is listed at the end of each statement. This page number refers to discussion materials that have been drawn up based on either interview responses, unique ideas picked from talking to people, or the in-depth review of studies. Note that personal comment is widely used. This discussion identifies the critical dimensions of the item rated.

In summary, the instrument items were designed to let you analyze your work as it relates to the disadvantaged, while the discussion materials section on blue paper may give you ideas or sources for obtaining further information to help you better meet the needs of the disadvantaged.

Finally, one additional request, will you rate the instrument or the parts of it you read? A form for such an evaluation is attached to this letter. A final revision will be made based on your input, so whatever you have time to relate will be much appreciated. Please indicate on that form if you desire a revised copy.

I am aware of the numerous definitions and criteria for identifying disadvantaged people. The following is the definition I have used:

Initial definition of disadvantaged for the study: Persons who have academic, socio-economic, cultural or other handicaps that prevent them from succeeding in regular vocational education programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services or both in order for them to benefit from a vocational education.

The word program is used often in the instrument and the correlated materials. So that you know what I was thinking in drawing materials, here is a statement of concept of program for the disadvantaged:

Vocational education has as one of its primary objectives the developing of saleable skills and successful job placement. In order to meet this objective for the maximum number of disadvantaged people, services must be provided to inform and recruit, counsel and instruct, and determine competencies of students and provide for their placement.

Thank you much for taking time to talk to me when I came to your school, and again now for looking at this packet. Possibly with our efforts we can get a little closer to understanding the people whose disadvantagements cripple them more than our disadvantagements cripple us. Only then can we provide better programs by directed self-evaluation and improvements.

Sincerely yours,

Mark Strohbusch
Center for the Improvement
of Learning and Instruction

MS/ne

DISADVANTAGED PROGRAM RATING SHEET

Name______________________ Position________________ Date__________

PLEASE CIRCLE RESPONSES AND WRITE IN COMMENTS AS APPROPRIATE:

1. I read through sections: 1 through 9,1,2,3,4,5,6,7,8,9

2. I marked responses in sections: 1 through 9,1,2,3,4,5,6,7,8,9

3. What sections apply best to your position? Explain. 1, 2, 3, 4, 5, 6, 7, 8, 9

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
4. I found the contents of the total guide informative.	SA	A	U	D	SD
5. The guide was easy to use.	SA	A	U	D	SD
6. The discussion materials were easy to understand.	SA	A	U	D	SD

7. Please indicate your impression of the Guide as a help for you in your position in the post secondary vocation school. Excellent Good Undecided Poor Worthless

8. What was your impression of the parts of the Guide you reviewed that were not especially closely related to your position? (Circle one response.) Excellent Good Undecided Poor Worthless
Which parts seemed most significant? Explain.

9. Please relate your feelings about the possibilities of this instrument for improving programs and courses for disadvantaged students in vocational schools. Be as specific as you can.

Additional comment:

A GUIDE FOR REVIEWING POST HIGH SCHOOL VOCATIONAL PROGRAMS AS THEY APPLY TO DISADVANTAGED STUDENTS

This instrument is divided into nine sections based on considerable analysis of duties of many staff involved with disadvantaged students. Please consider responding to items in all sections, especially if you have an interest in this area. Realizing that your time may be short, I would welcome your reviewing at least the section, or two, that seem closest to your work. However, feel free to comment any where on the instrument or the correlated materials.

Below is a sample item and response.

CHECKLIST

Dimension	Response			
3.1 Disadvantagement is a very vague term. (page 14B - 3.1)	Yes	Somewhat	No	Not aware

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DISCUSSION SECTION

Page 14B (blue section)

3.1 Definition of disadvantaged.

Yes. A problem that must be worked on is clarification of the definition of disadvantaged. The response results for vocational staff show that 75 percent of them see a need for this . . . .

Refer to explanatory paragraphs on items in which you have greatest interest. Also note that the "most appropriate" response is included following the item number in the discussion section. The responses are based on the summarized responses of disadvantaged students and dropouts. In some instances, a specific answer was not possible because of a lack of agreement on the part of the responders. Two or more responses are listed for these items.

Please find the rating sheet form attached to the cover letter, and mail the guide and rating sheet to:

Mark Strohbusch
Center for the Improvement of
Learning and Instruction
Stout State University
Menomonie, Wisconsin 54751

Again, here is the specific breakdown by section:

Section#		Checklist Page	Discussion Material Page
1	Informing People & Recruiting Students.	1	1
2	Program Orientation and Selection	2	4
3	Pre or In-School Counseling . . .	3	6
4	Instruction	4	9
5	General Course Instruction. . . .	8	16
6	Technical Course Instruction. . .	8	18
7	Student Activities.	9	20
8	Placement	9	22
9	In-service Training for Vocational School Personnel	10	25

CHECKLIST

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1. Informing People and Recruiting Students

	Dimension	Response			
1.1	A staff member from our school goes into high schools for the purpose of informing and recruiting students. (page 1B - 1.1)	Yes	Somewhat	No	Not aware
1.2	Entrance interviews are carried on with most students and all disadvantaged people entering our school.	Yes	Somewhat	No	Not aware
1.2.1	If yes: The purpose of this interview is to make the student aware of course offerings, programs, and services that are available for the disadvantaged. This private visit allows personal topics to come up. (page 1B - 1.1-1.5)	Yes	Somewhat	No	Not aware

1.3 Although our school does not have a distinct or unique plan for recruiting disadvantaged students, counselors and teachers are sensitive to special needs and help all to get training. (page 1B - 1.1-1.5)
Yes Somewhat No Not aware

1.4 Pamphlets, TV, radio, and newspaper advertising are all considered to be necessary components of the effort of our school to inform people of the existence of vocational programs. (page 1B - 1.1-1.5)
Yes Somewhat No Not aware

1.5 A large number of our students have really become interested in pursuing vocational training after talking to a friend who has gone or is going to vocational school. (page 1B - 1.1-1.5)
Yes Somewhat No Not aware

1.6 People in the district are knowledgeable of the fact that students may enter programs at any time during the school year. (page 1B - 1.6)
Yes Somewhat No Not aware

1.7 Whereas disadvantaged people may initially enroll because of money that is made available to them, most stay in school for other reasons. (page 2B - 1.7)
Yes Somewhat No Not aware

1.8 Outreach counseling, regardless of administration (OEA or vocational district), is a valuable tool in finding people who need vocational training. (page 2B - 1.8-1.13)
Yes Somewhat No Not aware

1.9 Vocational rehabilitation is considered very important, but serves a different population than those described in the definition of disadvantaged. (page 2B - 1.8-1.13)
Yes Somewhat No Not aware

1.10 I am familiar with the following agencies and their general duties:

a. Vocation rehabilitation	Yes	Somewhat	No	Not aware
b. Concentrated Employment Program (CEP)	Yes	Somewhat	No	Not aware
c. MDTA	Yes	Somewhat	No	Not aware
d. State Employment Service	Yes	Somewhat	No	Not aware

(page 2B - 1.8-1.13)

	Dimension	Response
1.11	State Employment Service identifies students for us who need training. (page 2B - 1.8-1.13)	Yes Somewhat No Not aware
1.12	Manpower counselors are in close communication with certain staff members in our school as well as students who are being aided. (page 2B - 1.8-1.13)	Yes Somewhat No Not aware
1.13	Agency files (MDTA, CEP, Rehab, SES) on disadvantaged students are in the vocational school and are available to all staff. (page 2B - 1.8-1.13)	Yes Somewhat No Not aware

2. Program Orientation and Selection

2.1	I feel that a half or full day session for students where classes would not meet, but where orientation to the school and socializing with teachers and other students would be encouraged, might be helpful for some disadvantaged. (page 4B -2.1)	Yes Somewhat No Not aware
2.2	Prior to enrolling, or early in the year, counselors find specific job information for students. (page 4B - 2.2)	Yes Somewhat No Not aware
2.3	All of our students are informed about job opportunities that will probably be available to them after graduation. (page 4B - 2.3)	Yes Somewhat No Not aware
2.4	Most students can select the program of their choice. (page 4B - 2.4)	Yes Somewhat No Not aware
2.5	Counselors do not push students, but do tell them what courses they will take if they choose a particular program. (page 5B - 2.5)	Yes Somewhat No Not aware

3. Pre or In-School Counseling

	Dimension	Response
3.1	Counselors are usually available and always willing to help disadvantaged students with school and personal problems. (page 6B - 3.1)	Yes Somewhat No Not aware
3.2	If a student gets into trouble in school, the counselor is not responsible for disciplinary action. (page 6B - 3.2)	Yes Somewhat No Not aware
3.3	Group guidance is often used with disadvantaged and appears to work, while it conserves time. (page 6B - 3.3)	Yes Somewhat No Not aware
3.4	Counselors often encourage disadvantaged students to come in as these people do not often come in on their own. (page 6B-3.4)	Yes Somewhat No Not aware
3.5	Disadvantaged students are not given special or unique counseling, instead they receive more intensive counseling based on obvious needs. (page 6B - 3.5)	Yes Somewhat No Not aware
3.6	If a student is not sure about going into a particular field, he is provided with adequate counseling service to help him realistically look at his situation. (page 7B - 3.6-3.7)	Yes Somewhat No Not aware
3.7	While in school, disadvantaged students are encouraged and, many times, invited to visit with counselors about their major fields and their suitability to it. (page 7B - 3.6-3.7)	Yes Somewhat No Not aware
3.8	In order for the vocational school to aid more of the disadvantaged, money must be more quickly available to help them buy clothing, obtain housing and food. (page 7B - 3.8)	Yes Somewhat No Not aware

Dimension	Response
3.9 Part-time jobs can be found for all disadvantaged students who desire work. (page 7B - 3.9-3.13)	Yes Somewhat No Not aware
3.10 At least one of the student counselors has an extensive file of employers who have or will hire part-time help. (page 7B - 3.9-3.13)	Yes Somewhat No Not aware
3.11 All staff are on the lookout for jobs that might be appropriate for students seeking part-time work. (page 7B - 3.9-3.13)	Yes Somewhat No Not aware
3.12 A part-time job can provide valuable experience for any student, but especially can help the disadvantaged students with a look at the real world of work. (page 7B - 3.9-3.13)	Yes Somewhat No Not aware
3.13 If possible, part-time jobs should be sought in the student's major field. (page 7B - 3.9-3.13)	Yes Somewhat No Not aware

4. Instruction

4.1 Most of the people on our staff feel that it is within the scope of our school to help the disadvantaged to become employable. (page 9B - 4.1-4.2)	Yes Somewhat No Not aware
4.2 Teachers in our school are generally sensitive to disadvantaged students and recognize their problems. (page 9B - 4.1-4.2)	Yes Somewhat No Not aware
4.3 The Trade and Industry programs, that our school offers in welding and machining, are not too academic for most disadvantaged students. (page 9B - 4.3)	Yes Somewhat No Not aware
4.4 Programs must be (and are) set up based on what students will need to know, even for disadvantaged. (page 9B - 4.4)	Yes Somewhat No Not aware

Dimension	Response
4.5 The overall school curriculum must not vary for the disadvantaged. (page 10B - 4.5)	Yes Somewhat No Not aware
4.6 Disadvantaged students can generalize what they are learning as well as typical students. (page 10B - 4.6-4.8)	Yes Somewhat No Not aware
4.7 Differentiation in learning is based on practice and is affected immeasurably by disadvantagement. (page 10B - 4.6-4.8)	Yes Somewhat No Not aware
4.8 What is relevant to a student is merely based on background and relates little to a category such as "disadvantaged." (page 10B - 4.6-4.8)	Yes Somewhat No Not aware
4.9 Many times because of a student's lack of reading or mathematics skill, his shop training must be delayed until he reaches a minimum acceptable level. (page 10B - 4.9)	Yes Somewhat No Not aware
4.10 Shop teachers, general course teachers, and counselors in our school are in close contact so that problems can be discussed, especially concerning disadvantaged students. (page 11B - 4.11)	Yes Somewhat No Not aware
4.11 Class size must be reduced if teachers are expected to do a better job with the disadvantaged. (page 11B - 4.11-4.14)	Yes Somewhat No Not aware
4.12 Lack of time to do many of the things necessary in effectively working with disadvantaged is a problem of all vocational school personnel. (page 11B - 4.11-4.13)	Yes Somewhat No Not aware
4.13 A large problem that vocational school administrators have is finding teachers sensitive to the needs of the disadvantaged. (page 11B - 4.11-4.13)	Yes Somewhat No Not aware

Dimension	Response
4.14 All teachers should know who the disadvantaged students are in their classes, and, in addition, should know what specific disadvantagements these people have. (page 13B - 4.14)	Yes Somewhat No Not aware
4.15 Disadvantaged students and non-disadvantaged students can be rewarded for their classwork in the same ways. (page 13B - 4.15)	Yes Somewhat No Not aware
4.16 One of the best things that could be done for all students, but especially the disadvantaged, is to provide more individualized instruction. (page 13B - 4.16-4.17)	Yes Somewhat No Not aware
4.17 Tutorial help is available for any students who need it. (page 13B - 4.16-4.17)	Yes Somewhat No Not aware
4.18 Our school allows students to test out of courses if a student feels he already knows the material. (page 13B - 4.18)	Yes Somewhat No Not aware
4.19 Many programs could better help many disadvantaged students if they were shorter and more directly related to employment needs.(page 14B - 4.19)	Yes Somewhat No Not aware
4.20 Pace of instruction needs to be changed for disadvantaged students. (page 14B - 4.20)	Yes Somewhat No Not aware
4.21 Slotted students (many times a small number of disadvantaged students, referred by MDIA people, who are enrolled in a regular vocational program) usually fit into a typical class quite well and can be trained using the same teacher methods. (page 14B - 4.21)	Yes Somewhat No Not aware
4.22 One big problem with MDIA project programs is that disadvantaged people are segregated from other students and are often considered something less than equal in mental ability. (page 14B - 4.22)	Yes Somewhat No Not aware

Dimension	Response
4.23 Teachers can relate best to disadvantaged students if they:	
a. get involved in extra curricular activities.	Yes Somewhat No Not aware
b. gain the student's confidence by displaying knowledge and skills of the field.	Yes Somewhat No Not aware
c. make their content relevant to the present.	Yes Somewhat No Not aware
d. try to make their classes interesting by demonstrating on hardware early in the course.	Yes Somewhat No Not aware
e. be themselves.	Yes Somewhat No Not aware
f. really listen to the students.	Yes Somewhat No Not aware
g. set up individual conferences with all students.	Yes Somewhat No Not aware
h. set up parent conferences when they can be arranged. (page 15B - 4.23)	Yes Somewhat No Not aware
4.24 The way the teacher dresses should be appropriate to the work that might be done, but does not have any different effect on disadvantaged students than on typical students. (page 15B - 4.24)	Yes Somewhat No Not aware

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5. General Course Instruction

Dimension	Response
5.1 It is good for classroom teachers to know who the disadvantaged students are (where slotting is done), and what the specific disadvantagement is. (page 16B - 5.1)	Yes Somewhat No Not aware

	Dimension	Response
5.2	It is very difficult for general course teachers to develop materials that disadvantaged students will see as important for them to know. (page 16B - 5.2)	Yes Somewhat No Not aware
5.3	In required classroom instruction, different activities are necessary in order to stimulate the disadvantaged to learn. (page 17B - 5.3)	Yes Somewhat No Not aware
5.4	Our teachers are available for consultation whenver students seek special attention. Students are fully aware of this. (page 17B - 5.4)	Yes Somewhat No Not aware

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6. Technical Course Instruction

6.1	It is good for shop teachers to know who the disadvantaged students are (where slotting is done), and what their specific disadvantagement is. (page 18B - 6.1)	Yes Somewhat No Not aware
6.2	Shop teachers can readily adapt their course material to disadvantaged students who are put in their classes. (page 18B - 6.2)	Yes Somewhat No Not aware
6.3	In shop or shop related classes, activities are not different for disadvantaged because so much of what is taught is based on the requirements of the trade. (page 19B - 6.3)	Yes Somewhat No Not aware
6.4	Major field instructors should be able to get closer to students because of the number of contact hours and the commonality of interest. (page 19B - 6.4)	Yes Somewhat No Not aware

7. Student Activities

	Dimension	Response
7.1	Social benefits of vocational education for the disadvantaged can be almost as important as the educational regard of saleable skills. (page 20B - 7.1-7.4)	Yes Somewhat No Not aware
7.2	As many aspects of a disadvantaged vocational school student's daily reoutine are considered, it appears that there is little need for extra curricular activities (clubs, intramural sports, and social events). (page 20B - 7.1-7.4)	Yes Somewhat No Not aware
7.3	If extra curricular activities exist for the few students who find them beneficial, special attempts to include disadvantaged students should be made. (page 20B - 7.1-7.4)	Yes Somewhat No Not aware
7.4	Somehow, vocational schools must find ways to get more disadvantaged to participate in outside activities. (page 20B - 7.1-7.4)	Yes Somewhat No Not aware

8. Placement

8.1	I often see home circumstances as being an important influence on a student who drops out. (page 22B - 8.1-8.3)	Yes Somewhat No Not aware
8.2	Lack of ability is a big reason for many of our dropouts. (page 22B - 8.1-8.3)	Yes Somewhat No Not aware
8.3	Lack of initiative ranks quite high as a reason for vocational school dropouts. (page 22B - 8.1-8.3)	Yes Somewhat No Not aware

	Dimension	Response
8.4	Dropouts from our vocational programs should, but often are not, be assisted in finding employment in an area related to their training. (page 22B - 8.4)	Yes Somewhat No Not aware
8.5	At least one, but more often many staff members discuss techniques and procedures with the disadvantaged student that often lead to getting a job. (page 23B - 8.5)	Yes Somewhat No Not aware
8.6	Concern is expressed and efforts are made by staff member in placing students, but equal efforts must come from students. (page 23B - 8.6)	Yes Somewhat No Not aware
8.7	Staff people in different positions are considered to be important in the placement of students. (page 23B - 8.6-8.8)	Yes Somewhat No Not aware
8.8	Counselors and major field instructors together can offer a good placement service for the students. (page 23B - 8.6-8.8)	Yes Somewhat No Not aware
8.9	Job listings are sent to our graduates in an effort to find jobs for them. (page 24B - 8.9)	Yes Somewhat No Not aware
8.10	Our school cooperates with the State Employment Service, but we do not rely on them for finding jobs for our graduates. (page 24B - 8.10)	Yes Somewhat No Not aware

9. In-service Training for Vocational School Personnel

9.1	Our school has provided specific programs to help the staff work more effectively with disadvantaged students. (page 25B - 9.1-9.2)	Yes Somewhat No Not aware

Dimension					
9.2 If anything like this (9.1) has been done, please specify. Program and/or training have been done by:					
a. local administration or staff.	Yes	Somewhat	No	Not aware
b. state personnel.	Yes	Somewhat	No	Not aware
c. federal personnel.	Yes	Somewhat	No	Not aware
d. resource people who have experience in working with disadvantaged.	Yes	Somewhat	No	Not aware
e. other ______________________________	Yes	Somewhat	No	Not aware

1. Informing People and Recruiting Students

1.1 - 1.5 Recruiting and Informing Students

Yes. Recruiting and informing are a big part of all of the vocational programs in the four districts contacted. In places where other government agencies are active in finding people who need training, vocational people must still recruit disadvantaged students. Many contacts find more people who can use training. In places where cooperation with agencies is not possible or optimum, vocational personnel, not just counselors, must make efforts to contact schools, agencies, and various personal acquaintances to find people who can use training.

Many vocational personnel with whom I visited did not feel that"special" recruitment efforts were necessary for disadvantaged. They did relate ideas that lead me to believe that it is mandatory that everyone be reached. Additional staff in vocational districts would allow them to do a better job of this. Competition between agencies, and between agencies and the vocational district, is apparent in at least one of the four districts visited. Students undoubtedly suffer in such a situation.

Case load numbers and enrolled numbers can be deceiving and wasteful if too much emphasis is placed on this by anyone dealing with disadvantaged.

Viewpoints on the topic of entrance interviews differ considerably. One district requires an entrance interview, while another admitted it interviews very few by percentage. The other two make the decision to interview based on assumed or recommended need. Disadvantaged students who have been referred into vocational schools are given extra counseling or attention initially in only one district, according to my interviews.

All interviews showed these reasons for enrolling in the vocational school:

Reasons for Enrolling	Personnel	Students	Dropouts
Media	24%	57%	40%
Friends	48%	47%	40%

1.6 Open-ended Programs

Yes. Three of the four districts reported some open-ended programs. This concept might be looked at more closely even though teachers especially see it as a great inconvenience. Many times, it would seem, a person might at some point in his life realize the need to learn a trade or a skill. Unfortunately, if it is not September or January, he cannot enroll and learn. This is true of all students, but variations toward open-endedness may benefit the disadvantaged especially.

The Rice Lake School of Northwest Vocational Technical District is a fine example of pure open-ended programs. The instructor reports that teaching this kind of group is awkward for him on many occasions. On the other hand, he is able to individualize training and does not waste valuable learner time. Students can attend for up to six months but many finish much sooner and are employable. The immediate goals of the disadvantaged can be met this way.

1.7 Enrollment and Retention Factors

Yes and No. Most people, especially the disadvantaged and people working closest to them, feel that money is a primary influence in a disadvantaged person's enrolling in school. They must get some money to live. However, if after a week or two, they cannot cope with the educational system once again, they often leave. The ones who stay like the teachers and peers and usually appreciate what they are getting. A number of questions pertaining to the influence of peers, teachers, and classroom situations resulted in very high responses from all students and dropouts.

The following are statistics concerning money for schooling:

	PERSONNEL	DROPOUTS	DISADVAN. STUDENTS
Is money the big influence for enrolling and staying in school?	Yes 66%	Yes 80%	Yes 70%

1.8 - 1.13 Agencies Involved in Recruiting Disadvantaged Students

Yes. If you are not familiar with these agencies and their activities, do not feel bad. Many vocational staff people do not know the activities these agencies undertake for disadvantaged people. Certainly, they are generally familiar with agency names, but specific functions, concerns, and helps that are available for various sectors of the people in need of social help need clarification. One need not feel bad. I was, and still am, completely unaware of operations and programs in some agencies that must go on in order for people to be helped.

Administration and staff might initiate programs to inform their colleagues, especially of agency opportunities, so that everyone is at least cognizant of a student's general situation in the school. Many have said that they do not know who the slotted disadvantaged are in their classes, and they did not need to know. It is difficult to understand how proper help can be given to anyone, disadvantaged or not, without knowledge of his background.

In areas where Manpower counselors work closely with the vocational schools, greater udnerstandings and services seem to be given. Manpower people counsel and test many people, but only fund a few. Their files would appear to be valuable resources for vocational counselors and teachers to help disadvantaged that may not have received MDTA monies.

When rapport and cooperation is less than optimum between agencies and vocational districts, vocational staff can take the lead in finding, informing, and recruiting disadvantaged students. Much more competition and ill feelings exist between agencies and vocational districts in a political atmosphere than seems beneficial for disadvantaged students. Since the training is done by vocational teachers, or at least within the district, most staff should take on this opportunity to help disadvantaged people.

You might consider moving in a similar direction as ADVOTECH in New Richmond did recently. They have hired a counselor under a special project that was approved. The title of the project is "Outreach Vocational Counseling and Related Services for the Disadvantaged." Mr. Rudy Stahlheber provided me with information, and I am sure he would be willing to provide information for you regarding this project.

Many staff might become much more aware if an information seminar were conducted. The idea for the following format was obtained from Mr. Allen Thomas of Madison Area Technical College. Please look at this and consider its possibilities for your school.

Anywhere Vocational School
District 42 Wisconsin
1971

BETTER UNDERSTANDING SEMINAR

General Purpose Today -- Let's all be open and optimistic about the efforts made by numerous agencies and institutions operating around us. We must reach many more people who have special needs to help them live happier lives. All of us together can better do this.

8:30 - 9:00 Registration and Coffee

9:30 General Session
Vocational School Students Services Director, master of ceremonies
Welcome and introduction of small group leaders and resource people from these areas *
- State Employment Service
- Vocational Rehabilitation
- Vocational School Student Services Counselor
- Concentrated Employment Program Counselor
- Community Action
- Office of Economic Opportunity
- Social Services

(*Note: Set up your program based on needs unique to the problems you face.)

Choose three of the above that you know least about or have had difficulty with.

9:45 Small group rap sessions

10:30 Second small group period

11:45 Third small group period

12:00--1:00 Lunch

1:00 - 3:30 General Meeting
Each resource person is allowed 15 minutes to summarize morning small group sessions and report general workings and undertakings of their area.

3:30 - 5:00 Coffee and Rap

2. Program Orientation and Selection

2.1 Orientation Sessions

Yes and No. Very little explanation of what was meant by "a session" was given on this item. Because of this open-endedness, thoughts were expresses on evening socials, half-day and full day orientation, and small group tours. The interviewer went along with all interpretations so as to find the opinions of what had been experienced or could be tried. Generally, staff members felt that sessions of this type were important, whereas both typical and disadvantaged students and disadvantaged dropouts saw little or no need for it. Present students and dropouts felt that classes were run informally enough initially to permit them to quickly get to know one another. Staff people generally were thinking more in the area of "make sure the students know what they are getting into."

Responses went like this:	Staff	Regular Student	Disadv. Student	Dropout
Would a session for all students prior to the time classes begin be helpful to disadvantaged students?			YES	
	68%	39%	34%	40%

2.2 Job Information

Yes. Responses show that students have a general awareness of what the work will be like in the field they have selected. It appeared that most educators assumed that since the person had decided on a field, a complete explanation, i.e. working conditions, pay and hours, is not necessary. Whoever is in contact with students who are inquiring or have expressed interest in attending should express good qualities as well as liabilities of the trades or lines of work the students are considering. Too much might be assumed regarding a prospective student's awareness. The disadvantaged, especially, can benefit from personal interest and explanation of details about program and work. A large majority of disadvantaged students, 76 percent, felt they were aware prior to enrolling, and 21 percent said that they were not. Extra efforts by counselors and shop teachers (or related) would appear to be helpful.

2.3 Job Opportunities

Yes. Job market information in the area, state, and nation is a rapidly changing picture. In addition to informing numbers of students through various mass media of the new trends, counselors and major field teachers might well talk to each individual, again especially disadvantaged, about their relationship to the changes in the world of work.

2.4 Student Selection of Program

Some students expressed that they had been found by one of the agencies, and had been found eligible for monies for schooling. After eligibility had been established, every effort was made to get them into a program. This program was not always the person's first choice. In fact, depending on openings in training programs, often second and third choices for school is where several men enrolled. These MDTA students were not overtly disappointed. They seemed to realize the value of the skills they were learning and appreciated that which was being given to them.

I am quite aware of the problems involved in trying to get every prospective student into his first choice program. It is literally impossible. Diversification of programs in a vocational school, and open-ended programs offer ways to meet the needs of more students. High regard for student preference is important.

2.5 Elective Courses

No. Fifteen percent of the students expressed a desire for more courses from which to choose. Also, they do not feel that they should have to take a course in an area in which they already feel competent. The idea I am expressing in this section is disadvantaged students might look more favorably toward attending vocational school if they knew they could more freely choose, within limits, courses that would help them. Recruiting and informing might bring in greater numbers of people, and especially disadvantaged people, with this concept.

3. Pre or In-School Counseling

3.1 Counseling on School and Personal Problems

Yes. Understaffing is a problem that counselors face in trying to contact and meet with students. Another problem appears to be the administrative duties expected of counselors which reduce the number of students they can see. Because of various agency referrals and follow-up studies of disadvantaged students in the vocational schools, counselors could develop a hostile attitude toward some of these students. Almost an infringing viewpoint might emerge. Students quickly sense attitudes and are sometimes super-sensitive to counselor and teacher actions and words.

3.2 Discipline and the Counselor

Yes. All of the counselors interviewed were brought into "trouble" kinds of situations. Some called their job "crisis counseling". Others seemed to handle disciplinary situations in a way that did not infer that the counselor was disciplining. No specific item can be quoted on this, but when asked if the counselor should straighten the student out if he got into trouble, 16 percent was the highest positive response rate of any of the groups, which included students and staff. Most groups felt this task was not related to the counselor's job at all. Disadvantaged students were also of this feeling.

3.3 Group Guidance

Yes. While many teachers take to and discuss various matters with varying sized groups of students, counselors generally admit to having done little group counseling. Most would like to. In a very interesting visit with Al Wistrom of the Eau Claire State Employment Service, I learned of the ECEL program for disadvantaged and how it has utilized group counseling. Further details on this program may be obtained from Mr. Wistrom's office.

3.4 Encouraging the Disadvantaged to See a Counselor

Yes. Many times counselors find that disadvantaged people react negatively to certain services that are available to them. By this I mean that these people do not feel a need for the services or they do not want to place themselves in an awkward situation with their peers by seeking outside help. Therefore, counselors encourage most people to see them, but may quite casually encourage the disadvantaged to visit them. Without such encouragement, students, again especially disadvantaged ones, cannot be dealt with most effectively because specific needs are not even known until such counseling takes place.

3.5 Type of Counseling Given Disadvantaged

Yes. Most vocational school staff feel that the disadvantaged students receive special counseling. The schools surveyed varied on this opinion from 49 percent to 100 percent of the staff responding positively. In verbal explanations, most said that the "special counseling" idea was not the way this should be expressed. Some of them commented that more counseling rather than special counseling would be a more appropriate approach. Others saw all counseling as based on need--in this instance the specific disadvantagement (s) would be considered. At any rate, staff in these schools are thinking about the possibility for service to the disadvantaged.

3.6 - 3.7 Career Counseling

Yes. Emphasis needs to be decreased on successful completion of a program if this program is not fulfilling a student's needs for training. Up to date testing programs might be initiated in order to add another dimension for a student to look at himself, his abilities, likes, and achievements. It was found in talking to several students that they had not been tested or counseled on their program choice and they would like to have been. In one MDTA program for welding, three of four men interviewed were actually taking their second choice field.

3.8 Financial Aid

Yes. Obtaining financial aid for disadvantaged people who have not been referred into vocational school, but who are in obvious need, is a problem. An outreach worker with the WESTCAP OEA stated that it is much easier for her to get funding (loans, stipends, etc.) for people who can go to college than vocational school. One of the vocational counselors interviewed complained that lack of immediate action on financial aid made it impossible for some prospective students to attend. They needed clothes, but money was not available.

3.9 - 3.13

Yes. It appears that many students feel that part-time jobs are either not mentioned or that efforts to find jobs are not obvious to them. Staff members, on the other hand, felt that their school put forth much effort in finding jobs for all students.

	Disadvantaged Students		Disadvantaged Dropouts		Staff	
	Yes	No	Yes	No	Yes	No
Does anyone of the staff work with students in finding part-time jobs?	35%	64%	60%	40%	70%	20%

In this area, concerted staff efforts seem most appropriate for finding part-time work, especially when jobs are not plentiful. Counseling is often done in a conjunction with efforts to find and fill jobs by numerous staff members. Concerned teachers and administrators often listen to problems or provide helpful adivce. Quite possibly more efforts could be made in specifically helping the disadvantaged.

A part-time job might be, with or without other funding, the difference between a student's being able to attend school or not. In this sense, the job is an incentive used in recruiting. All disadvantaged students who have been found capable of handling a job and school duties must be given an opportunity to apply for jobs that are found.

If all staff look for part-time job possibilities in the community, area, or in school (Work Study), this concerted effort can provide more students with employment. The number one reason for a student having a part-time job is money. Most students interviewed, 62 percent, did not have money saved and do not have all of their expenses paid (46 percent).

In addition to money, staff members see part-time jobs as valuable for 1) forming work habits regardless of the field of work, 2) a supplement to training, or 3) additional trade experience. Efforts are made to find work in the student's major field and during a convenient time. When this cannot be done, compromises must then be made in many situations.

A students service counselor should maintain close communication lines with major field teachers and many employers. This is not to say that this person is in charge of finding part-time jobs and placing students. He must instead be a clearinghouse for the school. If teachers find job openings in their field, they can determine candidates and help them to secure the job. Also, teachers can work together on this. With a clearinghouse approach, any staff member, especially where intercommunication is not convenient, will have a place to report job openings. Furthermore, if major field staff members report jobs and the names of those placed, staff changes will not leave the first year teacher completely unaware of possible employers for his students.

In short, those who work closest with the students, their major field instructors, can also talk the language of industry people. This valuable expertise, along with central records and close intercommunication, should provide jobs for those who are in need. At the same time, all staff members are moving in a positive direction by first helping the disadvantaged students.

4. Instruction

4.1 - 4.2 Awareness of the Needs of the Disadvantaged

Yes. Much more can be done for disadvantaged students. The majority, 88 percent, of staff responded positively to this general dimension. Questions usually arose from the definition of disadvantaged and the widely varying criteria for identifying the disadvantaged. Even so, most want to do more for those who need help so they can join the working, self-supporting segment of our population.

A welding instructor in School #4 commented on the subject of making improvements in consideration of the disadvantaged students. He felt many teachers can benefit from a study such as this simply because they will begin thinking about disadvantagements. This is not to say that they will seek out those who are less than fortunate in their classes and then offer them obvious "special" help. Instead teachers may become more interested in finding out what disadvantagements exist and what others are subtly doing to help these people. Sharing of successes may then give rise to more success. All students interviewed said that teachers were sensitive to their needs. Because they remained in school is one reflection of that feeling. Dropouts had negative feelings about sensitivity to their needs.

4.3 Academic Emphasis in T and I Programs

Yes and No. Virtually all personnel in two of the four districts involved in this study do not feel that their programs are too academic for disadvantaged students. In the other schools, responses varied much more. When the students in all schools were asked about problems they had with their programs, 68 percent of the disadvantaged students listed math, English, and related classes. A direct correlation between sets of responses is not being suggested, but percentages seem to indicate some differences of opinion. A number of typical students (45 percent) also responded that they had trouble in the same three course areas.

In the other two districts, 28 percent and 33 percent of the staff feel strongly that courses are too academic for disadvantaged students. In considering various viewpoints and some repeated comments, it would appear that the academic component of vocational programs for the disadvantaged should be reviewed.

4.4 Basis for Program Objectives

Yes. Apparently according to those surveyed, most vocational school teachers do a good job of verbally convincing students of the importance of their courses, or they write courses that convince students reported that their courses, generally, were related to things they liked. On the other hand, teachers reported that they set up courses based on assumed needs of the students. Almost 100 percent responded in this manner. From these reports, especially on related or academic classes, selling based on relevance is effective. Some students complain, but these complaints seem to be aimed at specific individuals and/or the students own weakness. It would seem logical to take heed of consistent complaints of typical and disadvantaged students. Also, many of these can be avoided if an effort is made to demonstrate the relevance of their educational experiece.

4.5 Curriculum for the Disadvantaged

Yes. Responses to this item show that personnel in the vocational schools surveyed do not favor a different kind of overall school curriculum for disadvantaged students. In School #4, 33 percent of the staff said that there should not be a different curriculum for disadvantaged; School #3 responses were 66 percent "no". Even though percentage responses favoring a common program vary quite a lot, comments made following this response indicate that the variance here is mainly due to different interpretations of the word curriculum. Teachers, counselors, and administrators were not set on providing something altogether different for the disadvantaged because they feel that social problems will result for those given obvious "special" treatment.

Students enrolled in a MDTA welding project expressed a desire that they might be included in activities and programs of the students in the regular program. On the other hand, their comments also indicated that, although they thought it would be nice to be involved, their time for after school activities was limited, and they probably would not participate anyway. The consideration seems to be the point these people would appreciate.

4.6 - 4.8 Learning Processes

Yes and No. Generalizing, differentiation, and relevance were brought into the instrument to see what the vocational educators thought about differences between typical and disadvantaged students. Obviously, responses were based on personal definitions of disadvantaged as a result of each staff member's knowledge and experience. Opinion ran quite high (31 percent) that there was little or no difference between typical and disadvantaged students on the learning processes of generalizing and differentiation. Little comment was made regarding background experience on these items. However, on the topic of relevancy, most felt that, due to background, disadvantaged students had different ways of gauging what was relevant to them.

As students and dropouts commented on relevance, in rather indirect terms, they related that education should be practical. Many times they would go along with the classroom activity, but could see little worth in it for their future job. The more class activities can be related to the students' likes as well as future needs, the more these classes will be viewed as relevant.

It would appear that it might be worthwhile for staff members to look into materials on differentiation and reneralizing with special consideration in mind for disadvantaged students. As I reviewed two papers on this topic, I was quite impressed with thoughts and study results which suggested that these would be critical dimensions. The interviews proved this idea wrong. However, it would be well to evaluate these dimensions in further depth.

4.9 Need for Remedial Work in Math and Reading Prior to Shop Training

No. Disadvantaged students interviewed who do not read or do math well have accepted the fact that they must take Adult Basic Education before getting into technical courses. Staff members are selling this idea for the most part, and responses show positive feelings toward this sequential approach by staff ranging from 49 percent to 85 percent in the four schools in this study. There is a question that I feel must be raised. I did not talk to disadvantaged people who looked into training, but did not enroll because they would have to try again to learn reading, writing, and arithmetic. It is not known how many disadvantaged were lost after they found out they could not start welding or machining until they passed certain other tests.

I can remember hearing this statement made many times by acquaintances of mine: "Sports are what kept me in high school." Could this same kind of thought be applied to teaching certain disadvantaged who have few reading and math skills? The opportunity to engage in technical or mechanical activities early in their program might bring them to enroll and then the general skills that are so helpful and necessary for living can be developed as the student progresses through his program.

4.10 Communications Between Teachers and Counselors

Should technical teachers, general education teachers, and counselors be in close contact concerning problems unique to their disadvantaged students?

	Yes +	Yes	0	No	No +
School #1	83%				
School #2	85%				
School #3	50%			16%	16%
School #4	100%				

Nearly all of the staff members in three of the four schools in this study reported that cooperative efforts were made by instructors and counselors (See summary of responses given above). Many of those people also related that communication probably was easier because of school size. The fourth school, as you can see, responded 66 percent "yes" and 32 percent "no". The information that is not shown in these numbers is that many staff would like to have more concern given for the disadvantaged through concerted efforts. The larger size of School #3, and the fact that the Trade and Industrial Divisions are housed in a separate building were other factors. Some teachers from each school could see no need for closer communication between general course teachers, shop teachers, and counselors.

The majority of staff members felt that close contact on matters concerning the disadvantaged was not just wishful thinking and impossible to do. But, again, most felt that improvement could be made in their school.

4.11 - 4.14 Improving Efforts to Assist the Disadvantaged

Yes. Numerous comments were made on two sets of open-ended questions related to problems and improvements staff members could see associated to their work with the disadvantaged. These questions are listed here with percentages for you to compare. Administrators may find some value in this as they are faced with specific problems. Teachers and counselors may be able to more realistically look at many of their problems. Notice the high percentage of "no" response. This could indicate: everything is OK, the person did not particularly care, time was short in the interview, or he was not aware of the situation.

	All Staff
No response	28%
Need short programs based on employment needs	16%
Challenge of doing better job	12%
Get disadvantaged to learn anything	4%
Teachers must identify disadvantagements of students	24%
Find instructors sensitive to needs of disadvantaged	12%
Instant loans for disadvantaged for clothes and housing	4%
Need more time for individual help and update materials	20%
Budgeting for disadvantaged	4%
Individualize instruction	20%
Reduce class size	8%
Need group guidance	4%

Need for coordination with High Schools and State	8%
Clubs for special interest groups of students	12%
Need more and better equipment	16%
Need bigger and better facilities	16%
Make instruction more relevant--possibly bring in Behavioral Objectives	32%

Students and dropouts were asked to make suggestions for improvements too. Their responses are summarized below:

	All Students	Dropouts
Better facility	15%	20%
More equipment	6%	
Needed basic drafting	3%	
Longer program	25%	20%
Those who did not respond	43%	40%
More shop time	9%	20%
Another instructor (additional)	15%	20%
Better teacher planning in shop activities	21%	20%
Choice of courses (electives)	43%	20%

The similarity of responses between these groups is apparent. A fair amount of allowance for student involvement in working toward improvements is certainly possible, based on these figures. Because students want well planned and relevant instruction, it would seem that staff might put forth greatest efforts in this area. If teachers can be made aware of disadvantagements, update, and individualize, as they have responded in larger percentages above, vocational education should be moving in the right direction.

4.15 Rewarding Students

Yes and No. It appears that there is little difference in feelings about rewarding students by teachers or students in regard to disadvantagement. The staff people were asked:

	Yes +	Yes	0	No	No +
Can the disadvantaged be rewarded in the same ways as disadvantaged?	44%	8%	12%	24%	12%

Most of them felt that grades meant as much to disadvantaged students, but a certain amount of unobtrusive consideration for the disadvantaged might cause learning to take place in a more comfortable climate.

Students and dropouts were asked to consider this question: Did your teachers tell you when you had done something well?

	Yes +	Yes	0	No	No +
Typical Students	93%				
Disadvantaged Students	94%	5%			
Disadvantaged Dropouts	60%	20%	20%		

This seems to be another kind of item that brings out positive response from people who have stayed with the vocational program or have left for personal reasons. Work needs to be done on the appropriate rewards for selling programs to the person who is extremely hungup on "schools" and "grades". Personal relationships might well be consiciously striven for.

4.16 - 4.17 Need for Individualized Instruction and Tutorial Help

Yes. Individualized instruction can be an effective technique for giving special help to students. In some instances we are talking about tutorial help for those who do not catch onto things that are being taught the first time around. For the disadvantaged, this means seeking them out and encouraging them to use your help. Personalized contacts and pleasant relationships will go a long way here. In other situations, all instruction may be individualized. Finally, tutorial help may be carried out in groups where common problems occur.

4.18 Testing Out

Yes. Many students have background in one or many areas based on prior schooling or experience. Typical and disadvantaged students may put up with a required course that covers an area they have studied before, but this will not increase their interest in their program. Testing out of such courses was suggested by one student. This procedure could also provide more openings for additional students.

4.19 Concentrated Employment Needs Programs

Yes. I have no data to bring forth on this topic, but instead have synthesized several viewpoints heard from people who were interviewed. It many times seems traditional to hold classes for 18 or 36 weeks, or whatever you are familiar with. Could it possibly be that for certain occupations, depending on depth of knowledge needed, certain programs might be two weeks or two months in length. Another possibility is to eliminate the classes that are often considered by students to to be meaningless, especially by the disadvantaged. Sometimes English and math are traditionally included. It seems to follow that many disadvantaged do not enroll, traditionally because of this threat to failure again. I repeat what has been told to me: bring students together, allow for relaxed social interaction and concentrated learning of specific skills.

4.20 Pace of Instruction

Yes. In the same category as tutorial and testing out of classes (4.18 and 4.19), I have considered pace of instruction. It is certainly a more general way of looking at each of the above discussions. Responses on two particular items asked of students, dropouts, and personnel show that pace can vary tremendously. When a long list of criteria are used for determining which people are disadvantaged, many more variables will be seen in pace of instruction. Naive opinion leads me to believe that the pace of instruction would have to be lessened for the disadvantaged student.

4.21 Placing Disadvantaged Students in Regular Classes

Yes. Slotting of MDTA students is done when there are not enough students to have a special class. Many staff say that disadvantaged students can be successful in this kind of situation. Many disadvantaged do not feel that they are a part of the group, and they cannot cope with certain pressures so they drop out. Here is where teachers and counselors must not only know what disadvantagements a student has, but these staff members must also make strides to effectively deal with them and bring about a comfortable atmosphere for the student-student relationships. Eighty-six percent of the staff people interviewed feel that a disadvantaged student can become part of a regular class. Many feel an obligation to find ways to help more of them actually do this.

The opposite of slotting is setting up a special class for MDTA disadvantaged people. While there is a commonality of interests, problems, and the program can be administered to meet their needs, there are some problems under this approach. The most obvious problem is segregating of the disadvantaged. A person, once having been in such a group, might be labeled as such. Labeling is bad in the respect that connotations of the work "disadvantaged" seem to be negative and usually show a lack of understanding. Most students would not want to be classified in this way.

4.22 Instruction Just For Disadvantaged

Another problem with special classes is that the students are not exposed to the type of people with whom they will work. A program where disadvantaged students would be worked with closely in a "typical" group, in other words in a regular program, would be fairest to all. Teachers would have more work, but many students stand a chance to gain. Not only will they learn skills and knowledge, but they will be helped to feel important, become part of the group, and feel necessary to those around them. Also review the discussion for item 4.5 on page F-26.

4.23 Relating to Disadvantaged Students

During the interview the question, "How can teachers best relate to their students?", was always explained as one that borders on being ridiculous. In order to come back to this quesiton, I asked staff members to explain the first thought that came to their minds. No specific response was given for disadvantaged students, but instead responders tended to think in terms that everyone deserves better schooling. Here are the responses and the percentages responding in that way:

	STAFF
Get involved in extra curricular activities	4%
Gain Student's confidence	8%
Make course content relevant	24%
Use hardware early to gain interest	12%
Good technical background	4%
Be yourself	8%
Listen to them	24%
Hold individual conferences	6%
See parents when possible (conferences)	4%
No response	4%

Of course there is no one answer to an item such as this. You may be interested in comparing your first reaction to the question to the percentages given above. Disadvantaged students look to teachers who know their field well and who are sincerely concerned about helping people. Generally speaking, they are looking for an instructor who is also plain and simply himself. This was not a specific item on the student questionnaire, but numerous fellows commented to that effect. They reflected on teachers who possessed the qualities mentioned above as well as those who did not.

4.24 Teacher Attire

Check the percentages below to compare your response. Most staff members (68 percent) felt that teacher dress has much effect on all students. Others (12 percent) saw teacher dress as having little affect on students. Still others reacted in this manner: 8 percent said "some affect" and 12 percent said "no affect". Specific comments following this initial reaction related these feelings:

Dress should be neat	20%
Dress according to field	24%
Proper dress improves attitudes	16%
Teachers should dress differently than students	8%
No response	32%

When this same question was asked about students, with emphasis on how dress affects disadvantaged students, the following responses were given:

No different from typical students	20%
Teacher should be himself	4%
Teacher should be more natural	4%
No response	72%

Note that most staff reflect the feeling that, superficially, disadvantaged and typical students must be thought of and worked with alike. The reason for the large number of no responses was that all staff at this point had informed me about their feelings and ideas about disadvantagements. The answer was so obvious to them that they passed by this item to seek out something new.

5. General Course Instruction

5.1 and 5.4 Slotting and Availability of Teachers

Yes. The staff must know who are the disadvantaged students in their classrooms and their specific disadvantagements. The disadvantaged students interviewed generally agreed (93 percent) that general course teachers understood them as individuals and that these instructors had communicated the desire to help students learn a subject that could be relevant to them. Most often, for those students who are willing to put up with these classes so that they can learn skills or a trade, a general awareness has been developed. This awareness relates to the school system approach. If they are to learn in their major field, they must be polite in the other classes. For some students, based on background, math class was a waste of time, while for others, English or social studies was tolerated.

It appeared that students, disadvantaged and typical alike, who were not willing to tolerate the general courses were very likely to dropout. Comments from disadvantaged dropouts about other classmate dropouts led me to feel this way.

The staff reported the following feelings when asked, "Do you think that classroom teachers in your school understand the disadvantaged student as much as they should?"

	Yes +	Yes	No	No +
School #1	33%	33%		16%
School #2	57%	14%	28%	
School #3	16%	16%		66%
School #4	16%	33%	33%	16%

Note that the difference between a "strong yes" and a "yes" response, and the difference between a "strong no" and a "no" response is based on the interviewer's interpretation of the strength of the feeling expressed in the response and the following comments.

The disadvantaged students who felt accepted and like by classmates and teachers stayed in school. Those who could not find meaning either in the educational or social aspect of the encounter left the school scene. It is very hard to determine, as stated by a few counselors, whether school was the initial reason for leaving, or whether other situations appeared to be more attrative to the person. Determination of this can help educators to assess and revise ongoing programs. If teachers are available for consultation of students, honest opinions can also help in making this assessment.

5.2 Development of General Course Materials

Yes. What difficulties do the general course staff report in preparing materials for disadvantaged students in their classes? Thirty-six percent reported that making content relevant was a key problem. This follows closely with the thoughts of the disadvantaged students. Other staff, also 36 percent, feel that it is quite difficult to adjust to individual problems when there is such a diversity of problems and also when so many need individual help. For this reason, it seems, 20 percent of the staff are looking to individualized instruction as a means to meet these needs. Because techniques and strategies used in individualizing instruction are often different from traditional teaching methods, teachers find it difficult to do. They seek help. One teacher reported a problem in working with disadvantaged based on their refusal to read.

Some staff members reported that convincing disadvantaged to enroll in a vocational school program was a problem because of the general courses involved. This thought runs almost parallel to the interpretation that I made earlier concerning disadvantaged students who would not tolerate certain courses and thus were likely to drop out of vocational school. (Refer to Section 4.)

5.3 General Class Activities

Yes. On the matter of classroom activities and whether they should be different for disadvantaged, there is some difference of opinion among staff members. Those who say that activities should not be different feel that standards are set and must be kept no matter what. Some responders see more need for field trips, participation type classroom activities, flexible programs based on individual needs, and special need courses as helping to meet needs of individuals. Actually, most of these instructors feel that these types of activities should be undertaken to meet the needs of all students. Not that these people too do not like the term disadvantaged, but they would rather think in terms of helping anyone with a problem.

6. Technical Course Instruction

6.1 Slotted Students

Yes. The staff must know who the disadvantaged students are in classes where slotting is done and must be aware of specific disadvantagements in all situations. The disadvantaged students felt strongly (88 percent) that major field instructors really wanted to help them learn skills so that they could get a good job. The typical students responded more with "yes" (92 percent), but fewer with "strong yes", allowing for this interpretation. Teachers and other staff are making efforts to let the disadvantaged know they are wanted and needed. This kind of attitude is evident in disadvantaged student and dropout as well as typical student responses.

When asked, "Do your major field teachers let you know that they really want to help you to learn skills so you can get a good job?", they responded:

	Yes +	Yes	Undecided	No	No +
Disadvantaged Student	88%			5%	5%
Disadvantaged Dropout	40%	40%	20%		
Typical Student	66%	26%	6%		

In the same area, students and former students were asked, "Do you think that the major field instructors understand you and your capabilities in the field?"

	Yes +	Yes	Undecided	No	No +
Disadvantaged Student	70%	23%			
Disadvantaged Dropout	20%	60%	20%		
Typical Student	46%	53%			

It appears from student responses that staff people are doing what their students consider important. I am quite aware of the limited number and scope of questions used here. However, these responses correlate highly with responses reported in the sections on instruction, 4 and 5. See these sections for additional findings and impressions.

6.4 Student-Teacher Working Relationships

Yes and No. Generally, staff members see the possibility for closer relationships between disadvantaged students and major field instructors than with many other staff in the school. This feeling may be looked at by school in order to see some differing opinions. The question asked was, "Do you see the possibility for a closer relationship between major field instructors and students than any other staff and students?"

	Yes +	Yes	Undecided	No	No +
School #1	16%	16%	16%	50%	
School #2	55%	14%			28%
School #3	83%			16%	
School #4	66%	16%			16%

Who, if anyone, do the vocational staff members feel, among their colleagues, may be able to work closest to the disadvantaged? If these teachers might be assigned for special programs they might better understand and then be able to help. If responses are negative, it would seem to be a waste of time to encourage an assignment of those teachers for this purpose. Instead other staff, possibly unique to your school, might lead the way toward helping disadvantaged students.

6.2 Adapting Technical Course Content

Yes. Shop teachers can adapt course materials to meet specific needs of disadvantaged students according to 72 percent of the staff interviewed. The most common explanation dealt with the "need to know" theme of trades and skilled labor. Most instructors saw definite limits to the amount of adaptation that could be carried out in that the graduates of their programs had to have specific competencies. No matter what handicaps students have, they must attain certain levels of accomplishment in order to be considered skilled or whatever label is used. If a student obviously cannot meet the prescribed level, he is recommended for work in accordance with his achievement. Responses to this item are given below:

	+ Yes	Yes	0	No	No +
Can shop teachers adapt to disadvantaged students?	72%	8%	4%	12%	4%

6.3 Shop Activites for Disadvantaged

Yes. Activities cannot vary much, again because of this need to know concept of vocational education. Therefore, even those who responded "yes" to the above question virtually had no specific suggestions about activities for disadvantaged students. This problem appears to need discussion and consideration on the part of vocational teachers and researchers. For example, we may be in need of simpler starting activities and more activities to carry the student from his entry level to the performance level needed for job entry.

7. Student Activities

7.1 - 7.4

Yes and No. The disadvantaged students and typical students interviewed responded almost identically to the need for extra curricular activities. About 53 percent felt that extra curricular activities in the vocational school were important. Forty-six percent of the responders did not see any need for activities for themselves. Many did, however, quickly come back to say that it was good for the school to have activities for many others. It is interesting to note that everyone had relatively strong feelings about this item. The undecided response was not used. Activity planners might well expect much participation from some students and cold attitudes about activities from others. Appropriate sampling for interest in a possible activity will help to determine interest. Of the "yes" responders, the following activities were considered important for the school: intramural sports, 28 percent; clubs relating to special interests and/or majors, 9 percent. When asked if they participated, 25 percent said "yes", 28 percent did not respond, and 46 percent said "no".

The staff people interviewed made some interesting comments regarding the subject of student activities. Here is the breakdown by school and comment.

Extra curricular activities are:

	Important & Adequate	Not Important to Most Students	Unnecessary in this type of school	No Response
School #1	50%	16%	33%	
School #2	57%	28%	14%	
* School #3	50%	50%		
School #4				

*Note that this school is in a city that has a number of these activities available outside of the school.

After reviewing these responses, it appears that the ambivalence in the responses made by students, typical and disadvantaged, is also in evidence in the staff member responses. The other comment heard from staff many times was that activities should be available for those students who want to get involved.

One student in a MDTA welding program felt strongly that if extra curricular activities are run, an effort should be made to invite MDTA students to participate. These people, because of varying circumstances, often cannot find time to participate; however, the feeling of being welcome plays a key role in the attitudes of many disadvantaged students. Compare that feeling with one you and I would have if no one informed us of an event going on in our schools. Since special MDTA project students are many times completely set apart from the regular school students, and their teachers many times stay with them all day, both in class and shop learning, they tend to feel more isolated from the rest of the student body.

A director of student services estimated that it is possible that 40 percent of a disadvantaged student's learning is social. This is not to say that the social learning must be based on organized student activities. Certainly, friendships, problems, competition and team efforts bring on much of this kind of learning. It seems that school must plan for student activities, try to encourage or at least inform everyone effectively of the events, and then carry out a comprehensive student activities program. It is important to keep the disadvantaged students in mind when doing this, to make "special" efforts to include those who might not move ahead on their own.

Certainly, many students will not benefit directly from these programs as their time is taken up in working or studying. For those who can be motivated to attend school by knowing these programs exist and are good as well as those who need this kind of supplemental activity, the school can be better meeting needs of all, typical and disadvantaged.

8. Placement

8.1 - 8.3 Reasons for Dropping Out

Disadvantaged dropouts were asked for their reason or reasons for dropping out of a vocational program. Although, at first glance, this may not seem to be a part of placement, further follow-up with these students can make it possible to determine what influence their training had on them and the degree to which it made them employable. The following reasons for dropping out were given:

Home circumstances -- general	20%
Draft deferment	40%
Illness in family	20%
Marriage	0%

Found job--unrelated to training	20%
Found job--related to skills learned	0%
Failure of subjects	20%
Didn't get along with students	0%
Had conflicts with certain teachers and/or counselors	20%
Lost interest in program	0%
Lack of money	40%
Too much party life	20%

8.4 Placement of Dropouts

Yes. Placement for dropouts did not appear to be a large ongoing program in any of the schools in the study. Somehow the failure syndrom surrounds a dropout more than we would like to think. This is an area that is ready for a great deal of work and study. Vocational educators should consider that helping some students through training for part of a year is a major success. No one really questions that this type of service is and should be going on. The problem I observed was that once these students leave the school, the world is their problem. Someone from the school could be instrumental in locating the dropout and helping him to find and adjust to a job and the life style that goes with it. School initiation of this help is very important.

When dropouts were asked if someone from the school talked to them about finding a job, 60 percent responded "yes," 20 percent said they did not recall, and 20 percent responded "no." More specifically, dropouts were asked if someone in the school helped its dropouts find jobs, and responses went like this: 40 percent "yes," 0 percent "I dont't recall," and 60 percent "no." My sample was very limited, but the responses of staff members and students do not seem to be consistent. Staff members made the following responses to the same question: 92 percent "strong yes," 8 percent "yes," and no neutral or negative responses. Where do we begin?

8.5 Placement Service

Yes. All four schools surveyed reported having a program for helping their students become aware of ways to get a job. But some of the students in the study were not aware of this program. Of the typical students surveyed, 60 percent reported that they were aware of this program, 13 percent said that they were unaware of this program, and 26 percent did not feel that any attempt had been made in this area. Disadvantaged students responded 70 percent "aware," 5 percent "unaware," and 23 percent "no." Thus, there was a sizable proportion of each group of students that did not think that any attempt was being made to inform them of jobs. Extra effort in the form of reporting job openings is needed. According to 87 percent of the students interviewed, major field instructors discussed ways to get a job. Special classes, counselors, and adult basic education teachers were also reported as specific sources of placement information and concepts in school.

8.6 Student Effort in Placement

No. The vocational school must make an attempt to actually find jobs and inform students of these openings. Many staff feel that students must make equal efforts to find work. The students too feel this kind of situation exists.

It seems that a more positive attitude might be seen in students about the placement program with less emphasis on student responsibiltiy by the school. It seems obvious that students, especially the disadvantaged, will be more likely to find work, either on their own or through a placement service, if they are not put on the defensive.

8.7 - 8.8 Concerted Efforts to Place

Yes. In consideration of the overall goal of vocational education, all staff members must help to find jobs for the students. Placement might well function as an effective service if everyone is consciously aware of the school as a placement service as well as a training institution.

Major field instructors might be in key positions to head the placement operations departments, while the student services area might act as a clearinghouse for the overall program. In this manner, those closest to the field of work are talking to employers. The counselors can deal with all departments as well as specific personal problems of students, while it maintains in contact with manpower needs.

8.9 Job Listings

Yes. As many students leave school after graduation or after dropping out that do not have jobs. The school might gather job information throughout the summer and report this to the former students. Why limit providing this service just for the summer months? This could be an ongoing program year around for anyone in the district. I suspect that problems might arise at this point with overlapping efforts with the State Employment Service. My response to that question is "Who cares who provides the service? Finding jobs is the goal."

8.10 State Employment Service

Yes. Depending on the specific area, the State Employment Service plays varying roles in helping vocational school dropouts and graduates find jobs. The point to be made is simply, what is being done to help the disadvantaged? If the State Employment Service is doing the job, they can be relied on. If they are not, then vocational school placement services must pick up and do this work.

9. In-Service Training for Vocational School Personnel

9.1 - 9.2 In-service on Disadvantaged

Yes. In this study and studies carried out by other researchers, there is evidence that the nature of disadvantaged students is not completely understood by all staff members. In addition, some staff members feel that special help and treatment of the disadvantaged is not appropriate. Thus, there appears to be a need for in-service training in this area. In-service training often carries with it a negative connotation. So, if you do not care for this term, call the program by whatever name you prefer.

When staff members of the four schools in the study were asked whether their school had provided for training in working with disadvantaged, the following responses were received:

	Yes	Not Aware	No
School #1	50%	33%	16%
School #2	71%	14%	14%
School #3	16%	16%	66%
School #4	16%	50%	33%

Most in-service programs on the disadvantaged were developed by:

Our teachers	16%
The state	28%
Federal MDTA people	16%
Local administrators	12%
No Response	28%

Was the training or experience worth your time?

	Yes	No Opinion	No
School #1	16%	66%	16%
School #2	57%	28%	14%
School #3	33%	66%	
School #4	16%	66%	16%

What about those people who have not been involved in some training? Is there a void, a definite need for something to be done?

	Yes +	Yes	No Opinion	No	No +
Need for training programs on disadvantaged	20%	28%	52%		

It appears that in places where not a whole lot has been done in this area of training of staff for working with disadvantaged students, people respond accordingly. If you are interested in obtaining information on in-service programs related to the disadvantaged, contact Rice Lake Vocational School, or MDTA State or Federal workers.

Specific suggestions for types of programs were brought out in another item. The responses when like this:

How should training programs for working with disadvantaged be run?	1.	Administration through staff.	16%
	2.	Make staff aware of specific disadvantagements.	8%
	3.	Outsiders experienced with disadvantaged should come into the school.	8%
	4.	No response.	64%

If you are interested in initiating a training program on positive experience to help your staff work better with the disadvantaged, I have two major suggestions. First, do not use the word disadvantaged. I suspect that regardless of your good intentions, you will start a lengthy discussion on who is and who is not or why funding is good or bad. Instead describe your meeting as one to work toward being able to respond to individual or special problems. Second, do not claim to be training the rest of the staff. Teachers especially feel they have been well trained and resent an administrator, counselor, and particularly another teacher involved in training or retraining them. Consider bringing in an outsider and call it a program; this avoids negative feelings.

APPENDIX G

Seminar

BETTER UNDERSTANDING SEMINAR

General Purpose Today -- Let's all be open and optimistic about the efforts made by numerous agencies and institutions operating around us. We must reach many more people who have special needs to help them live happier lives. All of us together can better do this.

8:30 - 9:00 Registration and Coffee

9:30 General Session

Vocational School Students Services Director, master of ceremonies

Welcome and introduction of small group leaders and resource people from these areas:*

- State Employment Service
- Vocational Rehabililation
- Vocational School Student Services Counselor
- Concentrated Employment Program Counselor
- Community Action
- Office of Economic Opportunity
- Social Services

Choose three of the above that you know least about or have had difficulty with.

9:45 Small group rap sessions

10:30 Second small group period

11:15 Third small group period

12:00 - 1:00 Lunch

1:00 - 3:30 General Meeting

Each resource person is allowed 15 minutes to summarize morning small group sessions and report general workings and undertakings of their area.

3:30 - 5:00 Coffee and Rap

(*Note: Set up your program bases on needs unique to the problems you face.)

APPENDIX H

Data of Disadvantaged Students and Dropouts

Data on Disadvantaged Students and Dropouts from the Files (as sent out)

1. Total number of students in

    welding________________

    machine shop________________

    general metals________________

2. Number of DA_______________

3. Number of DA who graduated this year___________

    Number of DA who graduated out of last project__________

4. What are DA dropouts doing?

5. What are DA graduates doing?

6. What are non DA dropouts doing?

7. What are non DA graduates doing?

RICE LAKE

QUESTIONS	ANSWERS
1. Total number of students in welding	61
machine shop	96
general metals	0
2. Number of disadvantaged	157 (21 of these are still in school)
3. Number of DA who graduated this year	82
Number of DA who graduated out of last project	36 + 15 = 51
4. What are DA dropouts doing?	13.00% - Adult Education or returned to H.S. 7.5 % - Armed Forces 7.4 % - Moved from Area 12.96% - Incarcerated or Institutionalized 29.64% - Working 18.5 % - Illness (Physical and Emotional) 11.1 % - No Report or Not Working
5. What are DA graduates doing?	73.1 % - Working in Training Related or Non-Training Related Positions 26.9 % - No Report from Follow-Up Questionnaire
6. What are non DA dropouts doing?	Does not apply
7. What are non DA graduates doing?	Does not apply

NEW RICHMOND

QUESTIONS	ANSWERS
1. Total number of students in welding	0 (Welding is part of our small engine program - to start MDT welding July 12)
machine shop	4 in one-year diploma; 19 in MDT Machine Tool Production
general metals	0 (No regular metals program - other than machine tool)
2. Number of DA	All MDT students are considered disadvantaged. (In what -- welding, machine shop, metals?)
3. Number of DA who graduated this year	14
Number of DA who graduated out of last project	14
4. What are DA dropouts doing?	looking for work
5. What are DA graduates doing?	working
6. What are non DA dropouts doing?	none
7. What are non DA graduates doing?	2 - working 1 - seeking employment (of regular Machine Tool Program)

		ANSWERS	
	QUESTIONS	SOUTHWEST	MADISON
1.	Total number of students in welding	18	9
	machine shop	0	7
	general metals	0	
2.	Number of DA	11	
3.	Number of DA who graduated this year	9	
	Number of DA who graduated out of last project	N/A	
4.	What are DA dropouts doing?	One is working for a Contractor, Others unknown	
5.	What are DA graduates doing?	N/A	
6.	What are non DA dropouts doing?	N/A	
7.	What are non DA graduates doing?	N/A	

APPENDIX I

Response Data of Guide

VOCATIONAL EDUCATORS
OUTSIDERS

QUESTIONS	PARTICIPANTS 1	2	3	4	5	6
1. I read through sections:	4,5	4,5 6,9	4,5 6,9	3	4,5,6 7,9	1,2,3,7 8,9
2. I marked responses in sections:	4,5	4,5,6,9		3		1,2,3,7,8
3. What sections apply best to your position?	4,5	4,5,6	4,5,6	3	4,5 6,9	3,8
Strongly Agree - SA Agree - A Undecided - U Disagree - D Strongly Disagree - SD						
4. I found the contents of the total guide informative.	A	A	SA	A	A	SA
5. The guide was easy to use.	A	A	A	SA	SA	A
6. The discussion materials were easy to understand.	A	A	A	A	A	A
Excellent - E Good - G Undecided - U Poor - P Worthless - W						
7. Please indicate your impression of the guide as a help for you in your position in the post secondary vocational school.	G		E	G	E	G
8. What was your impression of the parts of the guide you reviewed that were not especially closely related to your position?	G	G	E		E	G

VOCATIONAL EDUCATORS OUTSIDERS
(Continued...)

COMMENTS:

PARTICIPANTS

1 This instrument is as good or better than similar ones I encounter, but as in most of these studies, it suffers from a preoccupation with and a fascination for the obvious.

2 Many ideas were engendered and may in fact relate to all students and not only disadvantaged. Question as to the degree of disadvantagements and the implementation may be difficult to satisfy all their needs.

3 I feel there is an overall unawareness as to the needs of the disadvantaged as well as lack of information as to methods to employ in working with them. I see "disadvantaged" in all our regular ongoing programs. I think this could aid these people as well as the special groups (MDTA, OEO, etc.). I'd like something to be included as to "who are the disadvantaged".

4 You have only looked at the counseling perception of the situation. You need to explore the disadvantaged youth feeling as to whether these services are being provided and whether he feels they are worthwhile. Even if the services are being provided by the counselors, if the perception of the disadvantaged student is one which indicates his feeling of the services being provided, a new approach may be needed.

5 It can be used to help those people working with disadvantaged for the first time to understand the types of problems they will be confronted with, and the type of attitudes people can be expected to hold in relation to these problems. I foresee this guide as a very useful tool for supplying the main body of information for in-service programs as applied to the disadvantaged student. Some items in each section of the guide can be used effectively, I feel, for disadvantaged program public relation purposes.

6 I feel that this instrument can be beneficial in helping to make programs and courses more relevant to the needs of disadvantaged students in a Vocational School setting. The instrument can also be useful in helping these particular students to develop their social skills and help them to get along with others. Their Vocational training is only one aspect of helping them to be more useful to society and to raise their own self-esteem. Developing good work habits and attitudes and social skills and confidence are all important.

VOCATIONAL EDUCATORS INTERVIEWED

QUESTIONS	PARTICIPANTS 1	2	3	4	5	6	7	8	9	10	11	12	13
1. I read through sections:	1-9	1,2,3	4	1-9	1-9	1-9	1-9	1-9	1-9	1-9	1-9	1-9	1-9
2. I marked responses in sections:	1,2,3 4,7,8			4,6	1-9	1-9		1-9	1-9	4,5,6 9	1-9	1-9	1-9
3. What sections apply best to your position?	1,2,3 7	1,2,3 7,8		4,6	4,6,7		1,3,4 5	1,2,4 5,9	4,5,6 8	4,5,6 9	1,4,6 8,9	1,2,3 7,8	4,5,6 9
Strongly Agree - Sa Agree - A Undecided - U Disagree - D Strongly Disagree - SD													
4. I found the contents of the total guide informative.	A	D		SD		A	A		A	A	A	SA	SA
5. The guide was easy to use.	U	D		SD	A	A	A		A	D	A	SA	D
6. The discussion materials were easy to understand.	A	A		SD	D	A	A		A	D	A	SA	A

QUESTIONS (Continued)	PARTICIPANTS												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Excellent - E Good - G Undecided - U Poor - P Worthless - W													
7. Please indicate your impression of the Guide as a help for you in your position in the post secondary vocational school.	U	P		E	G	G	G		G	G	G	G	G
8. What was your impression of the parts of the Guide you reviewed that were not especially closely related to your position?	G			E	G	G	G		G	G	G	G	G

VOCATIONAL EDUCATORS INTERVIEWED
(Continued...)

COMMENTS:

PARTICIPANTS

1 Should provide awareness of unfulfilled or incomplete training of disadvantaged. Provide impetus for updating programs for disadvantaged.

2 I am sure this study was of value to you personally. I did feel the materials needed more refinement and depth.

3 Could not complete as he was unsure of what was expected of him.

4 It should alert personnel concerned with the program and stimulate their thinking on how to solve some of the educational problems involved. Better objective approaches are revealed for an intelligent approach to solutions. A good systems approach.

5 Instructor level - inservice comprehensive review - all school awareness would help.

6 No comment.

7 It does a good job in pointing out the problems of the disadvantaged in our Vocational-Technical program and points out possible solutions. It would make a good outline for any in-service program or workshop or short course on these problems. A commendable paper.

8 Need for more documentary evidence and in depth support for summarization. More background information regarding source of information gathered.

9 Now that I am working full time with regular students, I have found that some of these people just getting out of high school are at a great disadvantage. They just don't seem to have acquired as much as they should have. I think this instrument has possibilities for improving the situation.

10 How can local schools use this data and implement it for improvement of instruction?

11 Problem of bringing school counselor together with agency counselors. Counselor must give out information to staff for better understanding of students. Too long.

12 Vocational School must educate Disadvantaged type students. Technical Training - prestige for administration - not major students.

13 No comment.

HIGH SCHOOL AND VOCATIONAL EDUCATORS
SUMMER SCHOOL

QUESTIONS	PARTICIPANTS 1	2	3	4	5	6	7	8	9
1. I read through sections:	4,5	1-9	4,5,6	6	6	3,7	4	1-9	
2. I marked responses in sections:	4,5		4,5,6	6	6	3,7	4	1-9	
3. What sections apply best to your position?	4,5	6	4	6	6	3,7	4,6,9	1-9	
Strongly Agree - SA Agree - A Undecided - U Disagree - D Strongly Disagree - SD									
4. I found the contents of the total guide informative.	SA	SA	A	A	A	SA	SA	SA	
5. The guide was easy to use.	A	U	A	U	A	A	SA	SA	
6. The discussion materials were easy to understand.	A	U		A	SA	A	U	SA	
Excellent - E Good - G Undecided - U Poor - P Worthless - W									
7. Please indicate your impression of the guide as a help for you in your position in the post secondary vocational school.	E	G		G	G	G	G	E	
8. What was your impression of the parts of the guide you reviewed that were not especially closely related to your position?	G	G		G		U	U	E	

QUESTIONS	PARTICIPANTS: 10	11	12	13	14	15	16	17	18
1. I read through sections:	4,6	1,3,6	6	1,2 3,4	4,5 7,8	2,4 6,8	1,2,3 4,5,6,9	2,6,8	7
2. I marked responses in sections:	4,6		6	1,2,3	5,7,8	2,4 6,8	1,2,3 4,6	2,6,8	
3. What sections apply best to your position?	4,6	1,3,6	5,6		5	4,6	6	2,6,8	7
Strongly Agree - SA Undecided - U Strongly Disagree - SD Agree - E Disagree - D									
4. I found the contents of the total guide informative.	A	SA	A	SA	SA	A	A	A	A
5. The guide was easy to use.	A	A	D	U	SA	SA	A	U	A
6. The discussion materials were easy to understand.	A	A	U	A	SA	SA	A	A	A
Excellent - E Undecided - U Worthless - W Good - G Poor - P									
7. Please indicate your impression of the guide as a help for you in your position in the post secondary vocational school.	G	G	G	E	G	G	U	U	G
8. What was your impression of the parts of the guide you reviewed that were not especially closely related to your position?	G	G	G	E	G	G	G	U	G

QUESTIONS	PARTICIPANTS: 19	20	21	22	23	24	25	26	27
1. I read through sections	1-9	4		4,5	4,5,6	2,6,7	1-9	4	4,5,7
2. I marked responses in sections		4		5	4,5,6	2,6,7	1-9		4,5,7
3. What sections apply best to your position?	1,2,4 6,8	4		5	4,5,6	6	4,5,6	4	4,5
Strongly Agree - SA Agree - A Undecided - U Disagree - D Strongly Disagree - SD									
4. I found the contents of the total guide informative.	A	A	D	A	SA	SA	A	A	A
5. The guide was easy to use.	A	D	U	A	A	SA	SA	A	A
6. The discussion materials were easy to understand.	A	A	A	U	U	A	SA	A	A
Excellent - E Good - G Undecided - U Poor - P Worthless - W									
7. Please indicate your impression of the guide as a hlep for you in your position in the post secondary vocational school.	U			G	G	G	E	G	
8. What was your impression of the parts of the guide you reviewed that were not especially closely related to your position?	U			U	G	G	E	G	G

QUESTIONS	PARTICIPANTS:	28	29	30	31	32	33	34	35	36
1. I read through sections:		4,5	4,5	1-9	1	6	4,5,6	4,5,6,7	1-9	1-9
2. I marked responses in sections:		4,5	4,5	1-9	1	6	4,5,6	4,5,6,7	1-9	1-9
3. What sections apply best to your position?		4,5	4,5	4,5,6	1	6	5,6	1,4,6,7	5,6	4,5,6,8
Strongly Agree - SA Undecided - U Strongly Disagree - SD	Agree - A Disagree - D									
4. I found the contents of the total guide informative.			A	A	SA	A	A	A	A	A
5. The guide was easy to use.			A	A	SA	U	A	A	A	A
6. The discussion materials were easy to understand.			A	A	SA	U	A	A	A	SA
Excellent - E Undecided - U Worthless - W	Good - G Poor - P									
7. Please indicate your impression of the guide as a help for you in your position in the post secondary vocational school.		G	U	U	G	U	G	G	G	E
8. What was your impression of the parts of the guide you reviewed that were not especially closely related to your position?		G	G	U	G		G	U	U	G

QUESTION	PARTICIPANTS: 37	38	39
1. I read through sections:	4,6,9	4,5,6	3
2. I marked responses in sections;	4,6,9	4,5,6	3
3. What sections apply best to your position?	6	6	
Strongly Agree - SA Agree - A Undecided - U Disagree - D Strongly Disagree - SD			
4. I found the contents of the total guide informative.	A	A	A
5. The guide was easy to use.	A	A	A
6. The discussion materials were easy to understand.	A	A	SA
Excellent - E Good - G Undecided - U Poor - P Worthless - W			
7. Please indicate your impression of the guide as a help for you in the position in the post secondary vocational school.	U	G	
8. What was your impression of the parts of the guide you reviewed that were not especially closely related to your position?	U	G	

HIGH SCHOOL AND VOCATIONAL EDUCATORS
SUMMER SCHOOL (Continued...)

COMMENTS:

PARTICIPANTS

1

2 Teaching Adult Evening Courses - Difficult to comment.

3 Good for individual teacher and good to promote discussion by faculty committees and departments.

4 I strongly feel that disadvantaged students definitely need intensive individual and group counseling and this guide is concerned with the social as well as the vocational aspects of this type of activity. I feel that this is a very worthwhile study and can be useful to all faculty and professional people concerned with helping the disadvantaged.

5 Should be very helpful since there is not really much material a person can gather on handling the disadvantaged.

6 Could be used for teachers in service to be better teachers and administrators. Good if used properly and often enough.

7 It is assumed that a school should be able to self-evaluate itself and make some comparisons with what may be considered to be a school. Doing an excellent job with the disadvantaged.

8 Orientation for all Vocational Education instructors.

9 As a high school teacher of a vocational copstone course, I find this guide very informative and hopefully will be made available to all high school guidance and post high school guidance counselors. I would like to have a copy for my boss.

10 No comment.

COMMENTS (Continued...)

PARTICIPANTS

11 No comment.

12 It could function as a device for measuring attitudes which would indicate teacher re-evaluation, curriculum and program changes.

13 I can definitely see a great deal of work on your part and I must compliment you on your thoroughness.

14 No comment.

15 I believe that a study such as this could be used to a teacher's advantage if he found that his responses somewhat differed from others. He can improve his performance.

16 It can be effective for the socially economic disadvantaged. I don't see how it can help the intellectually disadvantaged.

17 What specifically is this instrument going to be used for?

18 I honestly feel that we can improve programs for disadvantaged. How, I'm not sure, but at least this is an attempt. If it fails or passes, it remains to be seen. I can see problems which are par.

19 Unless some type of an effective in-service program can or is established to prepare instructors to teach the disadvantaged, everything else is for nought. I think this instrument could be of help to vocational schools as it might awaken them to some very evident needs which must be worked on.

20 No comment.

21 After all is said and done, you will find that teaching the disadvantaged requires instructors who want to help this type of individual.

COMMENTS (Continued...)

PARTICIPANTS

22 It seems to be quite complex and comprehensive.

23 Should circulate to all districts.

24 The instrument makes the facts aware to the individual. By reading, hopefully the individual should take some action in the next coming school year.

25 No comment.

26 No comment.

27 No comment.

28 No comment.

29 Do not teach in vocational school.

30 No comment.

31 There are many excellent ideas indicated in this guide. I do question whether it is good to know the students background when training him for a trade.

32 Don't think people's minds or actions will be changed much by answering a few questions and comparing these answers with your statistics. Too much paper, many people will probably not take time to read.

33 Most anything is of value. The degree of value is the thing. Properly refinded, the population sample described and the tool defined and your findings could be applied to a school situation.

COMMENTS (Continued...)

PARTICIPANTS

34 People have to be aware of the disadvantaged. Informing the disadvantaged that something is being done is a start, but the follow-up and constant evaluation and improvement is vital. I am only a grad/under grad student with no teaching experience, so my answers are conjectured. I will be teaching at LaCrosse Tech. soon.

35 Could be used as an instrument for all staff members so all would be familiar with these programs.

36 I feel that this guide should be used as part of an in-service training program. There are too many of the disadvantaged that are being kicked out because the instructors can't see the needs of the disadvantaged or slow students. Instructors need more training in dealing with the disadvantaged.

37 It could be a useful guide for people who are just starting work with the disadvantaged especially where slotting is becoming very popular.

38 No comment.

39 No comment.